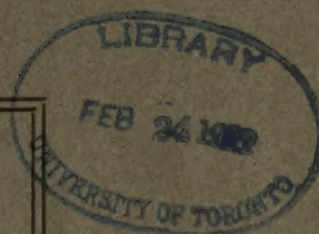


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GRADE WORK



Vol. XXVII

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Volume XXVII

No. 1

SEPTEMBER, 1919

Teachers Monographs

Edited by
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Principal Public School 58, Brooklyn

JAMES A. O'DONNELL **MARIE BAYER CAMPBELL**
Principal Public School 43, Brooklyn Principal Public School 147, Girls
Brooklyn
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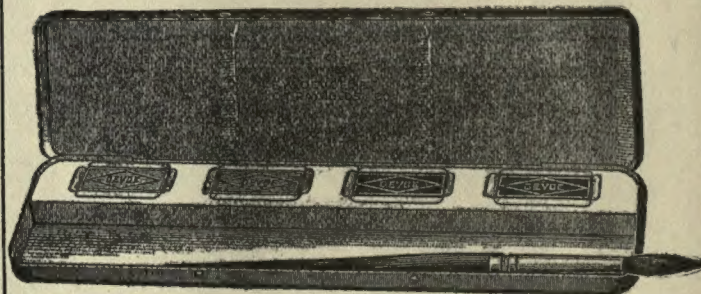
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The Boy—Come back, Billy Goat!

(The Boy follows the Goat.)

Boy—Let us go home, Billy Goat.

Goat—No, I will not.

Boy—

"Intery, mintery, cuttery, corn,
Apple seed and apple thorn.
If we don't start home now,
We won't reach there till morn."

(The Boy begins to cry.)

Billy Goat—

"Cry, baby, cry,
Put your finger in your eye,
And tell you mother it wasn't I."

(And he runs away. White Rabbit comes by.)

White Rabbit—Why do you cry?

The Boy—Billy Goat has run away and will not go home.

White Rabbit—Do not cry, Little Boy. I will make Billy Goat go home.

(He runs until he meets Billy Goat.)

White Rabbit—Come, Billy Goat, let us go home.

Billy Goat—No, I will not.

White Rabbit—

"Intery, mintery, cuttery, corn,
Apple seed, and apple thorn.
If we don't start home now,
We won't reach there till morn."

(White Rabbit begins to cry.)

Billy Goat—

"Cry, baby, cry,
Put your finger in your eye,
And tell you mother it wasn't I."

(And he runs away. Gray Squirrel comes by.)

Gray Squirrel—Why do you cry, White Rabbit?

White Rabbit—Billy Goat has run away and will not go home.

Gray Squirrel—Do not cry, White Rabbit. I will make Billy Goat go home.

(And he runs on till he meets Billy Goat.)

Gray Squirrel—Let us go home, Billy Goat.

Billy Goat—No, I will not.

"Intery, mintery, cuttery, corn,
Apple seed and apple thorn.
If we don't start home now,
We won't reach there till morn."

(Gray Squirrel begins to cry.)

Billy Goat—

"Cry, baby, cry,
Put your finger in your eye,
And tell you mother it wasn't I."

(He runs away. Red Fox comes by.)

Red Fox—Why do you cry, G. S?

Gray Squirrel—Billy Goat has run away and will not go home.

(He runs away till he meets Billy Goat.)

Red Fox—Let us go home, Billy Goat.

Billy Goat—No.

Red Fox—

"Intery, mintery, cuttery, corn,
Apple seed and apple thorn.
If we don't start home now
We won't reach there till morn."

(Red Fox begins to cry.)

Billy Goat—

"Cry, baby, cry,
Put your finger in your eye,
And tell your mother it wasn't I."

(He runs away. Bumblebee flies by.)

Bumblebee—Why do you cry, Red Fox?

Red Fox—Billy Goat has run away and will not go home.

Bumblebee—Do not cry, Red Fox, I will make Billy Goat go home.

Bumblebee—Z-z-z-z!

Billy Goat—Bumblebee can sting. I will run home.

(Billy Goat runs home. He rushes by Red Fox. Red Fox laughs. He rushes by Gray Squirrel. Gray Squirrel laughs. He runs by White Rabbit. White Rabbit laughs. Billy Goat runs by the Boy. The Boy laughs and follows the Goat, who runs home.)

THE ANT AND THE GRASSHOPPER.

Characters: The Ant; the Grasshopper.

Properties: Cards with a sketch of each can be worn by the players.

(The Ant is enjoying herself in a snug little hill with lots of food. The Grasshopper is out in the cold, very hungry. She goes to visit the Ant because she knows the Ant had worked all summer and had stored away a good supply of food.)

Grasshopper—Good morning, friend Ant.

Ant—Good morning, friend Grasshopper.

Grasshopper—It is a cold morning.

Ant—A very cold morning.

Grasshopper—I am very hungry.

Ant—I am very sorry.

Grasshopper—I have no food.

Ant—Why not?

Grasshopper—I had no time to get any.

Ant—What did you do all summer.

Grasshopper—I sang all summer.

Ant—Then you must dance all winter. Those who will not work should not eat.

LITTLE BOY BLUE.

Part I.

Little Boy Blue—Good morning, Farmer Brown.

Farmer Brown—Good morning, little boy.

Little Boy Blue—Do you want a boy to help on your farm?

Farmer Brown—Well, yes, I should like a bright boy to mind my sheep and cows.

Little Boy Blue—Oh, I could do that.

Farmer Brown—Are you sure you could keep the sheep from the meadow and the cows from the corn?

Little Boy Blue—Yes, indeed! Why don't you want the sheep to go into the meadow or the cows to go near the corn?

Farmer Brown—I am letting the grass in the meadow grow high. Soon we will cut it for hay. I do not want the cows to eat the corn. When it is ripe I will sell it.

Little Boy Blue—Oh, I see. I'll keep them out.

Farmer Brown—What is your name, little boy?

Little Boy Blue—Everyone calls me Little Boy Blue.

Farmer Brown—Why?

Little Boy Blue—Because I dress in blue.

Farmer Brown—Well, Little Boy Blue, I am going to town. You may stay and look after the sheep and cows. Don't let the cows get into the corn and do keep the sheep out of the meadow.

Little Boy Blue—I will do just what you say, Farmer Brown. If they try to run into the meadow or the corn I will blow my horn.

Farmer Brown—Good-bye, Little Boy Blue.

Little Boy Blue—Good-bye, Farmer Brown.

Part II.

Farmer Brown—There are the sheep in the meadow! And the cows in the corn! Where is Little Boy Blue?

Little Tommy Tucker—He is under the haystack fast asleep.

Farmer Brown—Little Boy Blue, wake up, wake up. Come blow your horn!

Little Boy Blue (sleepily)—What's the matter?

Farmer Brown—Matter? You've been asleep. See the sheep in the meadow and the cows in the corn. Blow your horn.

Little Boy Blue—Toot! Too-ot! Too-oo-oot!

Farmer Brown—Louder! Louder!

Little Boy Blue—Too-ot, Too-oo-oot, Too-oo-oot.

Farmer Brown—There, they are beginning to run. Blow again, louder still.

Little Boy Blue—Too-oo-oot, Too-oo-oo-oot.

THE DUCK AND THE HEN.

Duck—Good morning, Mrs. Hen.

Hen—Good morning, Mrs. Duck.

Duck—Let us take a walk.

Hen—Very well, friend Duck, I shall be glad to go with you. I enjoy a good walk. I always find so many good things to eat on the way.

Duck—Let us go down to the pond and have a good swim.

Hen—Swim! Not I. I do not enjoy having my dress so wet and drabbled.

Duck—Why, I run in for a swim whenever I can.

Hen—I look like a fright with my dress wet. It makes me cross, too. No, no, you do not catch me going into the water.

Duck—The water does not get my dress wet at all. It slips right off my back. But if you cannot swim you can run much better than I can. The children all laugh when they see me running. They say I waddle.

Hen—Oh, Mrs. Duck, let us stop here and scratch a bit! I am sure you will find a nice lunch.

Duck—Well, now that is something that I cannot do. Just look at my feet! Do you see the web between my toes! No, no; I cannot scratch. I'll just take a dip into the pond. I shall put my broad flat bill down into the mud to find my lunch.

Hen—I am afraid my sharp bill would do very little good in the mud. I'll scratch here until you come back. Then we shall go home together.

THE ANT AND THE GRASSHOPPER.

Grasshopper—Why do you work so hard, Ant? Come and play with me. It is very hot. Enjoy yourself instead of working.

Ant—No, I must work.

Grasshopper—Come and dance with me. I shall sing for you.

Ant—If I should sing and dance who would get food for me for next winter?

Grasshopper—Don't worry over next winter. I'm going to have a good time now.

(Winter comes.)

Ant—Now, I have plenty of food.

Grasshopper—I have no food, Ant. Will you give me some?

Ant—No. If you worked during the summer as I did you would have plenty of food for the winter.

THE MEETING OF THE MICE.

First Mouse—Mr. Cat has eaten so many of our brothers and sisters, we must think of a way to drive him away.

Second Mouse—Let us plan something.

Third Mouse—Yes, let us meet sometime and try to find out the best way to drive the cat off.

First Mouse—Don't put it off till another evening. Let us plan tonight.

All—Very well.

Second Mouse—I know! I know! Let us tie a bell around his neck.

First Mouse—Well, what's that for?

Second Mouse—When he is near we can hear the bell and run away from the cat.

All—Good, good! That is a fine plan, a very fine plan.

Third Mouse—Well, I should like to know which one of you will tie the bell on the cat. That is very easy to talk about, but not so easy to do.

First Mouse—Oh! here comes the cat now.

All—Run for your life, quick.

THE PLANTING OF A TREE.

1st child (carrying spade)—

This is the way to spade the ground,
Digging a hole both deep and round.

(Pass the spade—2nd Child:

This is the way we place our spade,
Back in the corner in the shade.

3rd Child (holding up a twig)—

Here is the twig we found near by
Of course it hasn't grown up high!

4th Child (holding a flower-pot in one hand and small tree in other)—

This is the way you plant the tree
Deep in the soil the roots must be.

5th Child—

Then the loose soil is all put back
All around the base we firmly pack.

6th Child—

When the tree's planted surely you know
We'll have to watch it and see it grow.

7th Child—

God will send rain down from the sky
Through the hot summer it will not die.

8th Child—

Yes, and he'll send sunshine, too,
Trees need sunshine, just as we do.

All—

Now the tree's planted we'll skip away,
Leaving the trees to grow and sway.

(The children skip to their seats.)

ARBOR DAY PLAY.

(Each child wears a card with some letter in Arbor Day.)

A— Arbor Day! Arbor Day!
R— Robin red-breast's come to stay.
B— Back again the birds will come.
O— On the tree woodpeckers drum.
R— Ready then for planting trees.
D— Do come help us if you please.
A— Arbor Day! Arbor Day!
Y— Yes, we'll plant a tree today.

CHRISTMAS GIFTS.

(Child with a bell)—

Merry bells of Xmas, ring,
While the little children sing.

(Child with a star.)

A star in heaven large and bright,
Guided the Wise Men thru the night.

(Child with a stocking)—

Christmas stockings in a row,
Will soon be filled from top to toe.

(Child with a wreath)—

Hang up a pretty wreath of holly
At Xmas time we all are jolly.

(Child with a candle)—

A Xmas candle now I bring
While the bells of Xmas ring.

A child enters with a small decorated Xmas tree, cut out from paper. They all circle round the tree and recite.)

All—

Oh Xmas tree, Oh Xmas tree;

That in the forest grew

Oh Xmas tree, Oh Xmas tree,

I wonder if you knew,

That you will carry dolls and toys

For many little girls and boys.

(Child with tree)—

Merry Xmas, Merry Xmas,

I am bringing toys,

Merry Xmas, Merry Xmas,

Little girls and boys.

CHRISTMAS CANDLES.

(Children wear night dresses and carry candles with shades bearing letters to spell the words "Santa Claus".)

All—

Bring the pretty candles bright,

Bring them on Xmas Eve,

Light them all, for Santa Claus,

Will come we do believe.

1st—

See the candles large and small,

We will try to count them all.

2nd—

And who can tell to you or me

Which one will deck the Xmas tree?

3rd—

North Wind, North Wind, are you about?

Please do not blow my candle out.

4th—

To shed a little ray of light,

My candle now is shining bright.

5th—

All the candles in a row,

Wait for Santa Claus you know.

6th—

Christmas candles with their light,

Shine like little stars at night.

7th—

Little candles we will see,

Lighted on a Xmas Tree.

8th—

All I have to do 'tis said

Is to light one little boy to bed!

9th—

Upon the window sill so bright,

I shine for travelers thru the night.

10th—

So light the candles with good cheer,

For Merry Xmas time is here.

(A very little child comes and blows out the candles.)

All—

Puff, puff, puff, the wind's about,
He'll blow the Xmas candles out,
So nod each little sleepy head,
Soon Santa'll find us all in bed.

THE CAT AND THE BIRDS.

Cat—How I wish I had one of those nice fat birds for my dinner.

Neighbor—Mr. Cat, have you heard that a bird that dwells in the bird house yonder is ill?

Cat—Now is my time. I will get a bird to eat today.

Neighbor—How will you get the bird?

Cat—I will put on my tall hat and coat, then take my cane in one hand and box of pills in the other.

Neighbor—What will you do then?

Cat—Just come along and see what will happen.

Neighbor—This is the bird house, Mr. Cat, rap at the door.

Old Bird—Who is there?

Cat—It is I, the doctor. I heard that you were ill. So I have come to see you. I have some pills that will make you well. Please open the door.

Old Bird—Your words are like those of a doctor. Your clothes and pills are like his, too. But your paws are those of a cat. Go away.

First Bird—Let's fly out and peck at his eyes.

Old Bird—Yes, do, and peck at his ears, too.

Second and Third Bird—We tore his coat and Mr. Cat lost his pills and his hat.

All the Birds—Ha! ha! I guess he has had a good lesson.

THE LARK AND HER LITTLE ONES.

Mrs. Lark—Let us build our nest here.

Mr. Lark—Yes, this wheat field is a pretty place.

Mrs. Lark—How high the grain is. It shall hide our four eggs.

Four Birds—Peep, peep, peep.

Mr. Lark—I shall fly away for food for our little ones.

Mrs. Lark—I shall go for food, too.

First Little Lark—I wish mother would come. I'm hungry.

Second Lark—Here she is.

Third Lark—Oh, mother, the farmer has been in the field today and I heard him say the grain was ripe, and that he must cut it.

Mother Lark—Don't be afraid, little ones.

Birds—The farmer has waited three days, mother, but he surely will cut it today.

Mother Lark—Come, little ones, come with me. We must go away. The farmer must not catch us.

Birds—Shall we go to another place, mother.

Mother Lark—Yes, little ones, we shall find a new home, far, far away.

THE BOY AND THE NUTS.

Boy—What fine nuts! I am hungry. I must have some of those nuts. I will put my hand into the pitcher and get some. Oh, dear! Oh, dear! Boo-oo-oo-oo!

Father—What is the matter, son?

Boy—Oh father, I cannot get my hand out of the pitcher.

Father—Why not, my son?

Boy—I guess I was greedy and wanted all the nuts.

Father—Open your hand and drop the nuts. Now you can get your hand out.

THE FOX AND THE WOLF.

Wolf—Who is down in the well?

Fox—Dear Wolf, it is I. I am so glad that you have come. You will help me out, I'm sure.

Wolf—Poor little Foxie! How did you get down there? How long have you been there? It must be very damp, so deep down in a well as that. I do pity you with all my heart. You might catch cold in such a place and how sad it would be if you were to die!

Fox—Oh, Wolf! Wolf! This is no time to talk. Help me out quickly, and pity me afterwards.

THE RABBIT IN THE MOON.

Monkey and Black Duck—Do you wish to live with us?

Fox and Rabbit—Yes, we would like to.

Monkey and Duck—Very well, we will all be kind to everyone in the land.

Old Man—Why, here is a house in the woods. Guess I'll go in and see what is in there. Hello! I have come for food.

Monkey—Take this fruit. It is all I have.

Old Man—Thank you. It tastes good. (To himself) I'll come tomorrow.

(Next day.)

Old Man—Hello! I have come for food.

Duck—Take this fish, it is all I have.

Old Man—Thank you. That tastes fine.

(Next day.)

Old Man—Hello! I have come for food.

Fox—Take this milk. It is all I have.

Old Man—Thank you.

(Next day.)

Old Man—I came for food. Have you anything to give me?

Rabbit—I have only this grass.

Old Man—I cannot eat grass, but I can eat you.

Rabbit—You may eat me then.

Old Man—Very well, when I have the fire ready, you may jump in. Now the fire is ready, jump in.

Rabbit—I shall jump.

Old Man—See, you did not burn. The moment you jumped I put the fire out. See, I am a king and not an old man.

King—I came to see if you are as kind as everyone says you are. I have found you kind and good. Watch me now. I shall draw a picture of you in the moon, and everyone will see you when they look at the moon and know how good you have been to me.

THE TORTOISE AND THE EAGLE.

Tortoise—Oh, how I wish I could fly like that Eagle. Dear Eagle, will you teach me how to fly?

Eagle—My dear Tortoise, it is utterly impossible. Tortoises never fly.

Tortoise—Oh, Eagle. I beg of you! I want to fly so much.

Eagle—Very well, I must seize you in my claws and take you very, very high.

Tortoise—Hold tight to me.

Eagle—You wanted to know how to fly. Now I shall let go of you.

Tortoise—Oh! Oh! Oh! Oh!

Eagle—Well, just see that Tortoise. Oh, my! She struck a stone, and is dead. Well, she should have taken my advice and this would not have happened.

THE FOX AND THE CAT.

Fox—How many tricks can you do, Pussy?

Pussy—I have but one trick.

Fox—Only one? My, I have so many that I cannot count them. Supposing some dogs chased us, you would never get away with one trick.

Pussy—The dogs are coming! Run, Fox! I am going to run up this tree. The dogs will not be able to get me.

Fox—Oh, dear! I can't run any more. I'm too tired. The dogs will surely get me.

Dogs—Ha! we have you, Mr. Fox. What a nice morsel you will make!

THE CAT, THE WEASEL AND THE RABBIT.

Rabbit—This is a pretty neat house I live in. I am satisfied, and now I must go to the market to buy some parsley.

Weasel—This looks like a fine house. Well, no one in here either. Guess I'll go in and make myself at home.

Rabbit—Say, Weasel, this is my house.

Weasel—Pooh! You think you own it. You dug in the ground and now you think you own the earth.

Rabbit—No, I don't, but the law gives this to me because I made it fit to live in. If you don't go, I'll call for help.

Weasel—Ha! ha! What right has the law to give land away? We won't quarrel over it. Let us take this matter to the Cat and let him decide.

Rabbit—Very well, the Cat is very wise, and will advise us correctly.

Cat—I am deaf, Rabbit and Weasel. I cannot hear a word you say. Come nearer.

Rabbit and Weasel—We are very close now.

Cat—Yes, I have one in each paw. Now I shall eat Rabbit, and later eat Weasel. Then the house is mine. Ha! Ha!

THE CRANE AND THE FARMER.

Farmer—It is now spring. I shall sow my field.

Crows—See the seeds in the field. Let us pick them.

Farmer—I guess I'll spread a net here to catch the bad crows.

Crows—Oh! my! we are caught in the net.

Crane—Yes, and I'm caught, too. Oh, farmer, I am not a crow. I am a good bird. Please let me go. Do not kill me.

Farmer—Ha! ha! if you go with those who are wicked, everyone will think you are wicked, too. You must die with your companions.

Crow—Now that I have stolen the cheese, I shall fly to the nearest tree to be safe.

Fox—I must have that cheese.

Crow—I'll hold this cheese tighter in my mouth.

Fox—How beautiful you are, my friend. I never saw anyone more beautiful. Your feathers are fine.

Crow—I know I am beautiful, friend Fox.

Fox—You must have a sweet voice. Please sing a song.

Crow—Why, yes. Oh! there goes my cheese.

Fox—Ha! ha! I have the cheese now. I must run away.

Crow—How foolish I was to listen to him.

HOW THE BEAN GOT ITS BLACK SEAM.

Mother—I must gather some beans for supper.

Jack—I will build the fire of sticks, mother.

Mother—Those sticks are damp and will not burn well. Get some dry straw.

Jack—I shall put the straw in the fire. It burns well. See how the flames leap up.

Red Coal—That's the time I flew out of the fire. Why, hello! Mr. Straw.

Mother—I will put these beans in the pot now. They will be ready for supper.

Bean—Well! well! I'm glad I escaped from that pot.

Straw—Mr. Coal, how you smoke. Where did you come from?

Coal—I jumped out of the fire. I'm glad I did, too. I would be ashes by now.

Bean—I leaped over the edge of the pot just as the woman was putting my brothers and sisters into the pot.

Coal and Straw—If the woman sees you, she will put you into the pot and then it will be hotter than when you left it.

Bean—Don't worry about me. The woman will put you into the fire and that's hotter than the pot.

Straw—What's the use of quarreling. Let's be friends.

Coal—You are right, Lady Straw.

Straw—Let's go to another country.

Coal—Yes, perhaps we shall find our fortune.

Bean—See the brook. How shall we get over to the other side?

Straw—I'll help you across, little bean and Mr. Coal.

Coal—What shall you do?

Straw—I shall lie across the stream. See, I am just long enough to reach from bank to bank.

Coal—Well, how will that help us?

Straw—You can walk over me, Mr. Coal and Miss Bean.

Coal—Well, that is fine. I am now at the middle of the bridge.

Straw—Good! good!

Coal—Oh! my! You are breaking in two. I shall drown.

Bean—Well, this is certainly the funniest thing I ever saw. The Coal drowned and the Straw burned to pieces, Ha! ha! ha! ha!

Tailor—Well, what is this, Miss Bean? You have laughed so much that you burst. Lucky thing I have my needle and thread. Now, I will sew you up. I am sorry that my thread is black. Now you shall always have a black seam around you.

THE FROG PRINCE.

Princess—Oh, I lost my golden ball! It went into the fountain. What shall I do?

Frog—Why are you crying, Princess. I will get your ball if you promise that I may be your companion.

Princess—Surely, I will promise anything if only you will get my golden ball.

Frog—Here it is. Now, I will go home and live with you.

Princess—I thank you for the ball. No! No! Do not come with me. I do not want you.

Frog—I am going to the castle and make the princess keep her promise.

King—Princess, see who is knocking at the door?

Princess—It is only a frog.

King—Bring him in. I wish to talk to him.

Frog—The princess promised to make me her companion if I found her golden ball. Then she ran away.

King—Is this true, daughter.

Princess—Yes, father.

King—You must always keep your promise. Take good care of the frog.

Princess—Oh father, see! the frog has changed into a handsome prince.

Prince—I am sure we will all be very happy now. I was an enchanted prince. The lovely princess has broken the charm by taking me to live with her.

THE FIRST FORGET-ME-NOT.

God gave every little flower a name. Then He said, "Blossom and make the earth beautiful."

Next day one little flower came back. Her eyes were soft and blue. They were full of tears. She looked into the Father's face.

"Dear God, I have forgotten my name," she said.

The Father smiled and said, "Forget me not."

Questions: What did God do? What did He say? What happened the next day? What did the flower's eyes look like? What did she say to God? What did God call her?

THE OLD MAN AND HIS SONS.

Man—I wish my sons would stop quarreling. I love them all. I have showed them their faults, but they quarrel as much now as they did before I advised them. My sons, come here and listen to me. I shall tie these little sticks together into a tight bundle. See if anyone of you can break this bundle of sticks.

First Son—I cannot break it.

Second Son—Oh, father, that's too much. I cannot break that.

Third Son—I can't break it.

Father—My sons, let each of you take one stick and break it.

Sons—That's easy. We can break them.

Father—Yes, you can break one stick. My sons, so it is with you. Stand together. Do not quarrel. There is strength if you stick together. If you do not stick together you will each be no stronger than one of these little sticks that were so easily broken.

Sons—Let's be happy. We shall never quarrel again. Father is right; there is strength if we stick together.

THE WIND AND THE SUN.

Wind—Stop your quarreling with me, Sun. I tell you I'm stronger.

Sun—You are not; I'm the stronger.

Wind—Let's plan to do something to see who is the stronger.

Sun—Very well, what is your idea?

Wind—Do you see that man walking down the road?

Sun—Yes.

Wind—Well, if I can make him take off his cloak first, I am the stronger; and if you succeed first, you are the stronger.

Sun—All right. You try first.

Wind—Well, well. I am blowing and blowing. What good does it do? That man is drawing his cloak tighter. Oh, my! I can't get him to take it off. You try, Sun.

Sun—I must shine on him and do my best to beat the Wind. Ha! ha! It's very warm. Why that man is unfastening his coat. Well, well! I do declare. He is taking it off now.

Wind—I must admit, Sun, you are the stronger, and I'm sorry we quarreled over such a little thing.

THE NORTH WIND AT PLAY.

North Wind—Father, I am tired of being shut up in this cave. Please let me go out and play a little while.

Eolus—My son, it is summer. You must wait for winter.

North Wind—Oh, father, please let me go, if only for a little while.

Eolus—Well you may go, but don't be gone long. Remember it is summer; do not blow too roughly.

North Wind—I will be very careful, father. Good-bye.

Eolus—Good-bye, my son.

North Wind—Oo-oo-oo. Here I am out of that old cave. What shall I do? Oh, I see a tall white Lily. Hullo, Lily.

Lily—Good morning, North Wind. Why are you blowing in the summer time?

North Wind—My father said I might come out and play for a little while. Come on play with me.

Lily—No, I cannot play now. I must take care of my blossoms. They are just opening you see.

North Wind—You won't play with me. Oo-oo-oo. Take that then. Oo-oo-oo.

Lily—Oh! You blew too hard; you have broken my stalk. I am dying. Oh! Oh!

North Wind—Well, I don't care. You should have played with me. Now I shall ask some one else. Hello, Old Apple Tree, come and play with me.

Apple Tree—No, North Wind, you know I cannot play with you until winter. My branches are full of apples.

North Wind—Who cares for your apples! Take that! Oo-oo-oo. And that Oo-oo-oo-oo.

Apple Tree—Oh, dear! You cruel wind! You have blown all my apples to the ground. What shall I do! Oh, dear! Oh, dear!

North Wind—Why didn't you play with me then? There is a field of grain over the fence. Hello, Grain, come and play with me.

Grain—Play? Do you not see how busy I am getting ready for the fall? I have no time to play.

North Wind—Well, if you won't play, take that Oo-oo-oo! And that! Oo-oo-oo-oo!

Grain—Oh! You wicked Wind! You have blown me to the ground.

Eolus—North Wind! North Wind! Come back to your cave! Come back this minute!

North Wind—What do you want, father?

Eolus—I want you! Farmer Brown has been to call on me. He says you have broken his tallest lily, blown the apples from his tree and bent his grain to the ground. Why have you done this?

North Wind—I was only playing, father. I asked the Lily to play with me and she wouldn't. So I just gave her a little shove. I did not mean to hurt her.

Eolus—But you killed her.

North Wind—Then I asked the apple tree to play with me and she wouldn't. So I gave her a little shake.

Eolus—But you shook every apple to the ground!

North Wind—Next I asked the grain to play with me and it wouldn't. I blew on it but did not mean to hurt it.

Eolus—But you ruined it. Go into your cave. You are too rough to play out of doors in summer. Hereafter you will go out only in winter. Then you may play as much as you please.

OUR FIRST FLAG.

Characters: Mrs. Ross, General Washington, two or three friends of the General.

Properties: Our Flag, a pair of scissors, needle and thread, some paper.

Scene: Mrs. Ross is sitting at her table putting the stripes together. She is smiling very happily.

Mrs. Ross—I do believe I hear somebody coming. It must be General Washington and his friends. So they are. Good-day, gentlemen. Please come in.

General Washington—Good-day, Mrs. Ross. Is the flag for the United States ready?

Mrs. Ross—Be seated, sirs. You honor me by your esteemed presence. Here is the flag. I just put the last stitch on it.

Gen. Washington and his friends—Beautiful! Splendid!

Mrs. Ross—Gentlemen, have you noticed how many stripes there are?

Gentlemen—One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen. Our original thirteen states!

Mrs. Ross—Yes, and look in the corner. I have a white star for each state.

Gen. Wash.—Are not these five-pointed stars, Mrs. Ross?

Mrs. Ross—Yes, Gen. Washington. Is there any objection?

Gen. Wash.—The flag will be hard to make if it has five-pointed stars. I think it is hard to make a good pattern for those stars.

Mrs. Ross—I will show you how one clip of the scissors will make a good pattern.

All—Good! We'll watch.

(Mrs. Ross demonstrates with paper and scissors.)

All—That's splendid.

Gen. Wash.—You are right, Mrs. Ross. We'll have five-pointed stars on our flag.

Mrs. Ross—Let us wave our flag and salute to it.

All—I pledge allegiance to my flag and to the republic for which it stands, one nation indivisible with liberty and justice for all. Hurrah! Hurrah! Hurrah!

THE HISTORY OF DICK WHITTINGTON.

Dick Whittington

Mr. Fitzwarren

Alice, Mr. Fitzwarren's daughter

Cook

Captain of the Unicorn.

Passer-by

ACTION.

Act. I.—Mr. Fitzwarren's home.

Act II.—Mr. Fitzwarren's office.

Prologue.

Years ago there lived a little orphan boy whose name was Dick Whittington. His parents had died when he was a very young child. He lived with a farmer who made him work hard and beat him often. One day Dick made up his mind to run away to seek his fortune in London. People had told him that the streets there were paved with gold. When Dick reached London he was sadly disappointed to find that the streets were paved with nothing but dirt. At length he grew so hungry that he sat on the curbstone, began to cry, and beg passers-by for a crust of food and a drink of water. One man said—

ACT I.

Passer-by—Go to work, you idle fellow.

Dick—I wish I could go to work.

(Dick walks away and sits on a door-step.)

Cook (opening door of house)—Get away from here, you beggar. If you don't I'll scald you with a pot of hot water. Do you hear me?

Mr. Fitzwarren—What is the trouble? What are you doing here, my boy? We do not give alms to those who will not work.

Dick—Indeed, sir, I would be glad to work if I could find anything to do. I have had nothing to eat for a long time, and do not know where to go.

Mr. Fitzwarren—Poor little fellow! Come in and I will see that you have something to eat. If you are willing to work perhaps I can find something for you to do.

(Dick enters the kitchen and busies himself with the wood-pile.)

Cook—Look sharp, you lazy fellow; make the fire, clean up the floor, wash the dishes, or I will break your ugly little head with the broomstick.

Alice (entering the kitchen and speaking to Dick)—Who are you?

Dick—My name is Dick Whittington. Your father brought me here to help the cook.

Alice—Whose cat is that?

Dick—Mine.

Alice—Where did you get it?

Dick—I bought her for a penny.

Alice—Is she a good mouser?

Dick—Yes, I sleep in the garret and she has frightened all of the mice away.

Mr. Fitzwarren (entering the kitchen)—Good-morning, Alice. Our ship, the Unicorn, sails tomorrow. Everyone of our servants has sent something.

Alice—Dick should have a chance, too, papa. Let me put in some money from my purse for him.

Mr. Fitzwarren—That will not do. Dick must risk something of his own.

Dick—I have nothing to send but my cat, and if I send her I shall be troubled with mice and rats as much as ever.

Mr. Fitzwarren—Send your cat, Dick. Who can tell but that she may bring you profit.

Alice—I will buy you another cat, Dick.

Dick—Very well, then, I shall.

Cook—Your cat will not bring money enough to buy a stout stick to beat you with.

Dick—I have jumped out of the fryingpan into the fire. I ran away from the old farmer to escape his beatings, but here I get them much harder. I shall go back to the country where I came from.

(Dick leaves the room, walks across the platform, and sits on a stone. Suddenly he hears a voice saying:

"Turn again, Whittington.

"Thrice Lord Mayor of London."

Dick—Lord Mayor! I would endure many more thrashings from the cook to be Lord Mayor of London. I will hurry back and be at home before they miss me.

ACT II.

(Captain entering Mr. Fitzwarren's office.)

Captain—I come to bring you news of your ship, Mr. Fitzwarren.

Mr. Fitzwarren—What news, Captain.

Captain—Our trip was a great success. Dick's cat was bought by the Queen of Barbary for \$1,000.

Mr. Fitzwarren—

"Go send him in and tell him of his fame,
And call him Mr. Whittington by name."

(Dick enters.)

Mr. Whittington, we do not intend to make fun of you, but to tell you of your good fortune. The captain has sold your cat for a price which makes you a very rich man. Indeed, far richer than I or most men are.

Dick—Let me share my good fortune with you, Mr. Fitzwarren.

Mr. Fitzwarren—No, it is all your own, and I hope you will live long to enjoy it.

Dick—Thank you, Mr. Fitzwarren. I owe all my good fortune to you.

THE PIED PIPER.

Part I.

Mayor—My good people! Tell me why you have come to see me! What is the trouble?

People—This town is overrun with rats.

Mayor and Council—Rats?

Old Man—Yes, rats. Every house is full of them.

Baker—Unless something can be done, I shall have to close my shop. They eat all my cakes.

Cheesemaker—Yes, and last night they ate great holes in the cheese.

People—They even climb up on the table and steal the food and sit on our chairs.

Old Man—Now, your honors, we have come to you for help.

Mayor and Council—What can we do?

Old Man—At least you might try to do something. If you do not, we will put others in your places. Come, good neighbors, we will leave them to think of a plan.

Mayor—Well, what can we do? If I only could think of a way to catch these rats. Hark! What is that?

One of the Council—There is somebody at the door.

Mayor—Perhaps it is a rat. Come in!

Pied Piper—Good morning, your honors.

Mayor—Good morning. Who are you?

Pied Piper—I am called the Pied Piper.

Mayor—Go away! We have no time to listen to music.

Pied Piper—I have come to help you. I can play music that will charm all things under the sun.

Mayor—Can you charm Rats?

Pied Piper—Certainly. The King of China had a palace overrun with mice. I played on my magic pipe and I called them away. Give me a thousand pieces of gold and I will call away the rats from your town.

Mayor and Council—A thousand! You may have five thousand if you will kill all the rats.

Pied Piper—Then come. Watch the rats follow me as I play.

Part II.

People—Hurrah! Hurrah! The rats are all gone. They followed the Pied Piper. We saw them drowned in the river. Hurrah! Hurrah!

Mayor—You see, good people, we have rid the town of the rats.

Pied Piper—The rats are dead. Give me my five thousand pieces of gold.

Mayor—Nonsense. How could you use five thousand pieces of gold? We will give you ten pieces.

Pied Piper—You will give me the five thousand pieces of gold you promised or you will be sorry. I know another tune that I play when people make me angry.

Mayor—Play your other tune! You can't frighten us.

People—Our children! Our children! He is taking away our children. Oh, call him back!

Mayor—Come back, Piper! Here are your five thousand pieces of gold.

People—Come! children, come! It is almost supper time. You have danced enough for one day.

Old Man—See! A door has opened into the mountain and our dear children have followed the Piper into the mountain. The door is closing. He has taken them to Fairyland. They will always be happy there.

Mayor—We shall always be sad. We have broken our promise and our children have left us. Let us be glad that they are happy in the beautiful land of the fairies.

HOW THE PHAECIANS ENTERTAINED ULYSSES.

Alcinous, King of the Phæacians, sent heralds through the city to proclaim to his subjects that a stranger, who resembled a god, had been shipwrecked upon their shores.

When the palace was filled with guests, Demodocus, the court-singer played the harp and charmed his listeners with songs of the deeds of heroes, among which, Ulysses and his unfortunate followers had a prominent part. Next followed dancing in the Phæacian fashion. This was succeeded by trials of skill, games of strength, running, racing, hurling of the quoit and javelin and other athletic games.

The next morning a vessel, well manned and appointed, was waiting for Ulysses. It contained presents of gold and silver, apparel, and armor. He then took leave of his royal entertainers, who crowded down to the beach to have the last sight of their illustrious visitor.

ETHICS—THIRD AND FOURTH YEARS.

Teaching Manners Through Dramatization.

Interruptions.

Place: Classroom.

Persons: Principal, teacher, and pupils.

(A lesson in history is in progress. The principal comes into the room.)

Principal: Good morning, children.

Pupils: (Rise) Good morning, Mr. A.

(The principal turns to the teacher and engages in conversation. Meanwhile the pupils open their books quietly and read. The principal turns to the class and asks a few questions. A child enters the room slamming the door after him. He hurries over to the principal.)

Child: May I join the violin club? I have my violin now.

(The principal questions the class as to the necessity for this interruption, the proper way of entering a room, and the proper manner of approach.

II.

Place: Classroom.

Persons: Principal, teacher, and pupils.

(The principal is talking to the teacher. The pupils are busy writing. A pupil enters the room. The principal does not see him.)

The Pupil: I beg your pardon Mr. B. for interrupting. You are wanted at the telephone in your office.

The Principal: Thank you.

(The principal goes out.)

The teacher uses this interruption as an object lesson. She asks if the pupil showed good sense in interrupting here.

The teacher asks the pupils to name some definite instances when it is necessary to interrupt people engaged in conversation.

The teacher may set definite problems for the pupils to solve.

At home. A family is seated at the dinner table. The father is relating an incident that happened during the day. This recalls something similar to the little boy's mind. He wants to tell his story. What does he do? How does he do it? When does he do it? Answer should be given in detail.

In school. A class is in session. A pupil makes a careless mistake. What is the action of the classmates? Why is it wrong to interrupt to give a correct answer? What effect

has laughter on a pupil who has made an error? What effect has silent sympathy? Is the friendship and regard of your classmates worth having? Why?

Games. Two teams are playing a game. The B team wins. The A team lost because one pupil was unfortunate enough to fall. The B team calls out, "We won. We have the better players." How should a team act when it wins? Why is boasting bad form? How should a team act when failure is the result of their efforts?

On street cars. A child on the car overheard some one ask for a certain street. The person inquired of does not know where the street is. The child does know the location of the street. What should he do? Just what should he say?

In stores or at the school. A line is waiting to be attended to. A newcomer arrives. He is in a great hurry. What should he do? Where should he take his place?

Suppose he sees a friend in the line. The friend is willing to let the newcomer stand before him on the line. How does this affect the other people on the line? What is the proper thing to do?

At entertainments. The band plays The Star Spangled Banner. This is played slightly different from the way the child has been accustomed to hearing it. The child notes the difference in time. He is very anxious to let his friend know that he recognizes the variation. What is the proper course of action? How should one act during the rendering of the national anthem?

THE GUESSING GAME.

In the following the pupils acting out the little scenes, may act in pantomime. A verse descriptive of, or suited to the action, may be recited by some pupil not taking part in the scene. After each little play is finished, a card having on it a word descriptive of the play is held up. This card is displayed after the audience has guessed the proper word. It will be found that the initial letters on these cards spell Courteous. The initial letters may be enlarged or colored in order to make them more prominent.

Scene. A child sees a purse on a table. She looks about quickly. She opens it and takes out a coin. She stops and seems to think. She looks sad and shakes her head. She takes up the purse and puts back the coin. She goes away smiling.

Verse.

"If you do what is wrong, there's a little voice speaks,

In your heart, and it makes you feel sad;

But do what is right and the voice speaks again

To make you quite happy and glad.

What is this voice?"

Card. Conscience.

Scene. The floor has several papers on it. An officer of the street cleaning department (school city) requests a child to remove the papers. The child smiles, nods, and picks them up. She puts them into a basket.

Verse.

"To do what we are told

With gladness, cheerfully;

I wonder what the name of this—

Of this, my dears, should be."

Card. Obedience.

Scene. A child has a large piece of cake. A second child joins her. The first child breaks the cake into two pieces and gives the larger piece to the friend.

Verse.

What can we say about the boy
Who to another one gives joy?
For he a kindly smile did wear
And parted with the lion's share.

Card. Unselfishness.

Scene. Two children come along from opposite directions. Each one carefully keeps to the right and thus they avoid colliding.

Verse.

"Say to which side you should keep
As you walk on street or road."

Card. Right.

Scene. A child walking wearily and carrying bundles is met by another. The second relieves the first of some of her bundles and continues on with her.

Verse.

"If you overtake a body
Burdened heavily,
Bearing parcels large, or bundles,
Tired as tired can be;
Should you share the burden with her,
Carry half her load,
What can we say of your helping
The poor toiler on the road?"

Card. Thoughtfulness.

Scene. A child cuts a piece of bread from a new loaf. She looks at the crust and seems to be about to throw it away. She then appears to make up her mind. She butters the crust and eats it.

Verse.

"When a slice of bread you're cutting
Do you throw the crust away?
If you take and bravely eat it
Then of you we all can say."

Card. Economical.

Scene. Child enters. Her hat and coat are carefully taken off and hung up. She puts her books away and arranges her toys neatly.

Verse.

"Her cap and bag are never flung here and there,
Her clothes are never scattered anywhere,
Her toys and playthings are not on the ground.
What name for this can be found?"

Card. Order.

Scene. One child acts as mother. Another acts as the young child. The child brings a stool to rest her mother's feet. She holds the yarn for her mother while her mother winds it into a ball.

Verse.

"When the baby brought a stool
To rest tired mother's feet;
When kind children think of how
They may some service give
What may we say of them?"

Card. Usefulness.

Scene. A child comes into a room. She walks about quietly. She moves a few chairs quietly.

Verse.

"Pussy walks on tiptoe gently,
How should little children go,
When about the house they're moving,
Upstairs, downstairs, to and fro?
How should they walk?
How should they talk?
How should they close the door?
How step across the floor?"

Card. Softly.

EVERY CHILD.

Every Child
Fun
Common Sense
Kindness
Characters: Health
Players
Knowledge
Industry
Usefulness

Every Child: I wonder where everyone is to-day. I have met no one. Ah, here is Fun. Where are you going?

Fun (Comes in skipping, and humming a merry tune): I am going to see some young folks have a race. Will you join with me?

Every Child: I am always glad to have you as a companion, Fun.

Fun: Yes, there is nothing like good, wholesome fun for a child. It is always good to choose fun, except when it is not of the right kind. I mean if fun gives pain to others, or is unkind, then you should avoid it. Do you know Common Sense and Kindness?

Every Child: Oh, yes; I have met them.

Fun: I was with them yesterday and this is what happened. Why, here are Common Sense and Kindness now! They can tell you about our little affair themselves. Do tell Every Child about the laborer we saw yesterday.

Kindness: We three were out walking. Thoughtlessness joined us. We saw a working man who had taken off his coat. He hung it on a post. Thoughtlessness said it would be great fun to hide the poor man's coat and then watch him hunt for it later. But Common Sense said "No, I don't think there would be any fun in that."

Every Child: What made you say that? It would be fun, you know.

Kindness: It would not be fun of the right kind. So I suggested that we put a coin in the laborer's pocket and watch his face when he found it.

Fun: Now, that was real sport.

Common Sense: I never saw such surprise and delight as when the poor man found the money. This was as good fun as ever I wanted.

Every Child: I wish I had been there to enjoy it, too. Fun has just invited me to see a game.

Fun: The game is to be played here. I see the leader coming now. His name is Health. See how straight his shoulders are, and how his eyes sparkle.

Common Sense, Kindness, Fun, and Every Child stand aside. Two teams come in led by Realth. They line up for a relay race.)

Health: Before we start the game, let us review a few of the rules by which we always like to guide our play.

One Player: While it is not pleasant to lose the game, one team must be the loser. We want to be good losers. We like to be congratulated if we win, but if we lose we like to congratulate the winners.

Second Player: It is especially unpleasant to lose a game by the bad play of some one on your side. Therefore each one of us is going to do his best to make his side the winning team. But we will play a fair game above all things.

Third Player: If the game should be lost through the bad play of some boy or through his misfortune, we will take our defeat cheerfully and not blame the unfortunate one.

Fourth Player: If we lose, we will give the credit to the winners and acknowledge them the better players for the day.

Every Child: I think it must be fine to spend one's time in such delightful exercise. I shall choose Health as a companion, if I possibly can.

Common Sense: That is easy enough if you follow a few simple rules. Get plenty of fresh air. Eat plain foods. Choose good companions. Go to bed early. Take plenty of exercise. Then Health will be your constant companion.

(Meanwhile the teams line up for play. Health gives the signals, and a relay race takes place. After the game is finished the winning team is announced. The players of the losing team shake hands with the winners and congratulate them on their good play.)

Every Child: I must get into a team of this kind. See how bright each one looks and how good his posture is. I like their good spirit, too. The winners did not boast of their superior team. The losers did not complain that they did not get fair play. Yes, I like them every one, losers and winners.

Common Sense: You would do well to join them. Here are a few more companions for you. This is Knowledge.

Knowledge: I can help you in many, many ways, Every Child. I put a key into our hand by which you can unlock the treasure houses of the past. I help to guide you in all your future conduct.

Every Child: Yes, I see you can aid me. But I am afraid you will make me work hard, won't you?

Knowledge: Work is good for you. There is so much to gain that I can safely say, "The Reward is worth the effort."

Every Child: Who is this?

Common Sense: This is Industry. With Knowledge and Industry at your side you may become a very happy and useful person in your circle of friends.

Industry: My other name is Diligence. "Diligence is the mother of good luck." I think I would be a good companion for you, Every Child.

Every Child: I think so. But here is another person that I do not know.

Usefulness: I am Usefulness. Everyone has a place in this world and to fill this place properly he must be of service to others.

Every Child: That word service has a familiar sound.

Usefulness: Let it become more than familiar. Be of service at home, at school, among your friends and last but not greatest of all, be of service to your country. Serve your country and guard it. Do all you can to promote its welfare, and to protect it from its enemies.

Every Child: I will do my best. I have met a great many people to-day who are sure to prove good friends. I shall try to be in their company always, for I need them all. Come, Fun, Common Sense, Kindness, Health, Knowledge, Industry, and Usefulness.

THE ANXIOUS LITTLE LEAF.

This well-known story may be found in various school books compiled for the teachers' use in both oral and written composition. It affords splendid material for work in dramatization.

The story may be read to or by the class as preferred or convenient. The following dramatization was developed by an opportunity class as a result of several readings to the class by the teacher. The particular aim of that piece of work was drill on words ending in ing.

The Introduction.

A speaker comes forward first announces the play then introduces the players in this way:

Six girls of our class will tell the story of "The Anxious Little Leaf." The characters in this little play are:

The Tree: (The player walks in stately manner to centre of stage and spreads her arms.)

The Branch: (The second player takes her place beside the first a little to the back, and places her hand on arm of tree.)

The Twig: (The third takes her place close to the branch.)

The Little Leaf: (The smallest player nestles close to twig.)

The Wind: (Stands in background to left.)

The Story-teller: (Takes his place in foreground to the right.)

The play begins. The wind blows. The tree sways. The branch shakes. The twig bends. The little leaf sighs.

Story-teller: Once upon a time a little leaf was heard to cry and sigh, as leaves often do when a gentle wind is blowing.

The Twig: What is the matter, little leaf? Why are you always sighing and crying?

(The wind blows again.)

The Little Leaf: The wind has just been telling me that some day it is going to take me away from you all,

cast me upon the earth, and leave me there to die.

(Again the wind blows.)

The Twig: Oh, Branch, the little leaf is so distressed. The wind has been telling her that some day it is going to blow her away to parts unknown and leave her there to die.

(The Wind blows.)

The Branch: Oh, Tree: Oh, Mother Tree, the Little Leaf is in great trouble. She spends the days sighing and weeping, because the Wind tells her she must one day leave us all and die.

(The wind blows. The tree shakes. The branch and twig sway. The little leaf trembles.)

The Tree: Don't cry, Little Leaf. Don't sigh. Stop trembling. Stop worrying. The Wind forgot to say that you will not leave us until you want to go. Hold on tightly. All will go well with you. Have no fear.

Story-teller: So the Little Leaf stopped crying and sighing and went on singing and rustling, swinging and dancing all through the happy hours.

(The wind blows. The tree sways. The branch and twig bend. The little leaf shakes merrily as though nothing could ever pull it off.)

Story-teller: When the bright days of autumn came, the little leaf saw that all the other little leaves were growing very beautiful.

The Leaf: Oh, Twig, my Twig, how beautiful are all the leaves! Some are gold. Some are brown. Some are glorious red. What is the meaning of all this? And am I like them, red, brown and gold?

The Twig: Branch, my Branch, speak to our Mother tree and ask her to explain all this to our smallest leaf.

The Branch: Oh, Tree; Great Mother Tree, the smallest of the leaves is again wondering. It does not understand the meaning of all these gorgeous colors.

The Tree: Little Leaf, my smallest leaf, you, too, are beautiful like all the others. You are about to fly away, and because of your joy, you are wearing these colors of marvelous beauty.

Story-teller: The Little Leaf then began to want to go, and grew very beautiful in thinking of it. But she began to wonder.

The Little Leaf: Oh, Twig and Branch and Great Tree, why are you leaden and dull, while we are all beautiful and golden?

The Tree: We must keep on our clothes, for our work is not yet over, but your clothes are for a holiday, because your tasks are done.

(The wind blows. The tree, branch and twig sway. The little leaf pulls and swings, until it finally lets go, whirls and swirls to a far corner of the stage, drops and falls asleep.)

Story-teller: Just then a little puff of wind came, and the little leaf let go, not thinking or caring whether or not it was ready. The wind tossed it here and there, and whirled it about in the air. Then it fell gently down under a hedgerow not very far away where it went fast to sleep. And it has not yet awakened to tell us of its dreams.

TEACHING CONDUCT THROUGH STORIES.

The Elephant and the Dog.

(Friendship.)

In India many years ago a certain king had an elephant which he prized very highly. Every day he would send rice from his own table for the elephant to eat.

One day a poor stray dog happened along and went into the stable and hungrily ate up the pieces of rice that fell from the elephant's box.

He came every day and soon he and the elephant were great friends. The dog used to amuse himself by catching hold of the elephant's trunk and swinging to and fro.

When the king heard of this he was greatly amused over the friendship of the two animals, and ordered the dog to be kept.

One day a peasant came along and offered the stableman money for the dog, which he accepted and the peasant led the dog back with him to his village.

From that time, the elephant, missing the dog, would neither eat, drink, nor bathe. He soon became ill and they had to tell the king about it.

The king went to the stable and not seeing the dog asked, "Where is his faithful little friend? There is nothing the matter with him but grief, caused by missing his little companion."

When he learned what the stableman had done he was very angry and straightway put him in prison, and by offering a large reward the dog was returned.

The elephant took him up in his trunk, and placed him on his forehead, and wept and cried, then put him down again and watched him as he fed. Then he took his own food and was soon well. Thus the friendship of the two animals made two happy lives.

Adapted from the Jataka Tales.

THE RAINDROPS.

(Do what you can.)

There was once a farmer who had a large field of corn; he ploughed it and planted the corn, and weeded it with great care, for on this field he depended for the main support of his family. But after he had worked hard, he saw the corn beginning to wither and droop for want of rain, and he feared he would lose his crop. He felt very sad, and went over every day to look at his corn, and would then look up longingly at the clouds to see if there were any signs of rain.

One day as he stood looking at the sky, almost in despair, two little raindrops up in the clouds over his head saw him. and one said to the other, "Look at that poor farmer. I feel so sorry for him. He has worked so hard in that field of corn, and now it is drying up. I wish I could do him some good."

"Yes," said the other, "but we are only two tiny raindrops. What can we do? We cannot even wet one hillock."

"Well," said the first, "to be sure I can't do much, but I can cheer the farmer a little at any rate, and I am going to do my best. I'll go to his field to show my good will, if I can't do anything else; so here I go."

The first raindrop had no sooner started for the field than the second one said, "Well, if you are going, I believe I will go, too; here I come."

Down went the raindrops; one came pat on the farmer's nose, one fell on a stalk of corn.

"Dear me," said the farmer, putting his finger to his nose, "what's this? A raindrop! Where did it come from? I do believe we shall have a shower."

By this time a great number of raindrops had come together to hear what their two companions were talking about, and when they saw them going to cheer the farmer and water the corn, one said, "If you two tiny drops are going on such a good errand, I'll go too," and down he came.

"And I," said another. "And I." "And I," and so on, till a whole troop of little raindrops came down in a shower, and the corn was watered, so it grew and ripened, all because the first little raindrop determined to do what it could.

—Selected.

The Tragic Pitcher.

(Hospitality.)

One evening in times long ago, old Philemon and his wife Baucis sat at their cottage door, enjoying the beautiful sunset. They heard rude shouts of children and fierce barking of dogs in the village nearby, until at last it was hardly possible for Baucis and Philemon to hear each other speak.

"Ah," said Philemon, "I fear some poor traveler is seeking hospitality among our neighbors yonder and instead of giving him food and shelter they have set their dogs at him, as is their custom!"

"I do wish," answered Baucis, "our neighbors felt a little more kindness for their fellow creatures."

"Only think," replied Philemon, "they allow their children to fling stones at strangers."

"Those children will never come to any good," answered good Baucis. "As long as we have a crust of bread let us be ready to share it," she said.

"That is right," said Philemon. "So we will, although we are so very poor."

So they sat talking and enjoying the twilight, when there appeared a traveler. As he approached old Philemon said, "Welcome, stranger, welcome!" while Baucis went in to prepare a supper.

"This is quite another greeting than I met with in yonder village," said the stranger. "Why do you live in such a bad neighborhood?"

"Ah!" answered Philemon, "God put me here, and I hope I may make amends for my inhospitable neighbors."

The stranger threw himself carelessly on the bench, letting his staff fall as he did so. The staff was the oddest looking one Philemon had ever beheld. It was made of

olive wood and had a pair of little wings near the top. After a minute it got up of its own accord, and spreading out its little wings, half hopped, half flew, and leaned itself against the wall of the cottage and then stood quite still.

"Was there not," asked the stranger, "a lake in ancient times, covering the spot where yonder village is?"

"Not in my day," answered Philemon.

The stranger shook his head and said, "Since the people of yonder village have forgotten the sympathies of their nature, it were better that the lake should be rippling over their dwellings again."

The traveler looked so stern Philemon was very glad that Baucis appeared and set down a humble supper for the guest. She began to make apologies for the simple meal and the small quantity of milk in the pitcher.

"An honest welcome to a guest works miracles with the fare," replied the stranger. "Why, Mother Baucis, it is a feast, and I never felt more hungry in my life."

So he sat at the table and being very thirsty, drank all the milk: "A little more milk, if you please, kind Mother Baucis," said the traveler.

Baucis felt so sorry, but she meekly said, "There is no more milk."

"Why, it appears to me," said the stranger, "that you are mistaken; there is certainly more milk."

So saying, and to the astonishment of the good people, he filled his bowl again with milk.

Baucis knew she had poured out nearly all the milk and when she peeped in afterward had seen the bottom of the pitcher.

Then the stranger took a bunch of grapes and as he ate one after the other, the cluster did not seem to get any smaller.

"I never tasted better grapes," said the stranger. "Another bowl of this delicious milk, if you please, and then I must go on."

This time old Philemon himself took up the pitcher and as he slyly peeped into it, was sure it contained not a single drop. All at once he beheld a little white fountain which gushed up from the bottom of the pitcher and speedily filled it to the brim with foaming rich milk.

"Who are you, wonder-working stranger?" cried he, more bewildered than his wife had been.

"Your guest, my good Philemon. Give me another drink of milk, and may your pitcher never be empty for kind Baucis and yourself any more than for the needy wayfarer."

Then he pointed to his staff. "There is the whole mystery," quoth he; "it is always playing me odd tricks, sometimes getting me a supper and sometimes stealing it away."

He said no more, but as he left, the magic staff went half flying, half hopping at his heels.

The next day as old Philemon and Baucis stood at their door, they were perplexed to see the broad blue surface of a lake, which filled the great valley from side to side. There was no longer any village.

—Adapted from Nathaniel Hawthorne's *Wonder Book*.

MERCURY AND THE WOODCUTTER.

(Always tell the truth.)

A woodcutter was busily at work by the side of a river cutting down trees, and splitting their trunks into logs, when by accident he let this axe drop and it fell into a deep pool. Without his axe he could not work and thus would be deprived of the means of earning a living.

He sat down on the bank and moaned and cried, lamenting his hard fate.

Suddenly Mercury appeared and asked him the cause of his grief. He told him of his accident and the great misfortune it would be to him to have no axe. Mercury plunged into the stream and bringing up a golden axe inquired if that was the one he had lost.

The man looked at the wolden axe longingly, but truthfully replied, "It is not mine."

Then Mercury disappeared beneath the water a second time and returned with a silver axe in his hand, and again demanded of the woodcutter, "Is this one yours?"

Again the poor honest man, with longing looks, replied, "No, it is not mine."

For the third time Mercury plunged into the deep pool, and this time brought up the man's lost axe.

When the woodcutter saw it, he joyfully exclaimed, "Oh, that is mine; now I can go to work again."

Mercury was so pleased at the man's honesty that he gave him both the golden and the silver axe in addition to his own.

When the woodcutter returned to his home, and told his neighbors what had happened, one of them at once resolved to go and see if he could not secure some good fortune for himself.

He ran to the river and, throwing his axe into the pool, sat down on the bank and began to wail and weep.

Mercury came to him, just as he was wishing him to do, and learning that he, too, had lost his axe, plunged into the pool and brought up a golden axe, saying, "My good man, is this one yours?"

The man seized it eagerly and said, "Oh, yes; that is the very axe I dropped into the water."

This falsehood showing how dishonest the man was displeased Mercury so much that he immediately took it and threw it back into the deep waters, refusing to even get the axe the man had thrown in.

Leaving him, he said, "Go, man, and learn that it is better to always speak the truth."

—Adapted from Aesop's Fables.

THE HORSE DEALER.

(A person is judged by the company he keeps.)

A man on the western prairies had many horses. He was continually buying and selling, but was always very particular to buy only the best animals.

One day a dealer wanted to sell him a horse, so the ranchman looked him over and said, "I will take him with me and try him before I buy."

The dealer agreed to this, so the ranchman took him along and put him in the corral with many other horses.

There were a few lazy, old animals there, that did nothing but eat grass, and lie in the shade sleeping, and were quite useless to the ranchman. The others were full of life and activity, playfully chasing each other about.

When the new horse was left in the corral, he looked all about him for a minute or so, and then slowly walked over to where the laziest and greediest of all the horses was nibbling the grass, and the new comer commenced nibbling too, alongside of his new friend.

The ranchman, who had been watching all the time, went to him and putting a halter on him led him back to his owner.

"What," exclaimed the dealer, "have you made a trial of him in so short a time?"

"I do not need a trial," the ranchman replied, "for I know he will be just such another lazy animal as the one whom of all the rest, he chose for his companion."

—Adaptation: Aesop's Fables.

A REAL LITTLE HERO.

(Courage.)

Holland is a country of canals. At certain regular distances are large oak gates, called sluices, which close the entrances of the canals when the water is rising and Holland is in danger of being flooded. The man having charge of those gates is called the sluicer. When water is needed he raises the sluices and lets in as much water as is required, always carefully closing them at night, so the water will not overflow the land. Even the little children in Holland know the importance of the sluicer's duties.

One day a boy only eight years old was sent on an errand by his father, who was a sluicer, into the country.

He was told not to stay, but to return as soon as he could. He returned along by the canals, which were quite full of water. He stopped several times to pick flowers to take home to his mother, humming a merry song all the while. He was so happy he scarcely noticed that night was approaching, till he looked beyond and saw the beautiful sunset. He knew it was his supper time, so started to run, when suddenly he stopped and listened. He heard a noise, like the dropping of water over pebbles. He was near one of the sluices, so he went to it and carefully examined it, and soon discovered a small hole in the wood through which the water was flowing.

Every child in Holland knew that water flowing through a hole would soon make it larger and larger, and that their country would be in peril if it was not stuffed up.

He threw away his flowers, climbed from stone to stone till he reached the hole, and putting his finger into it was delighted to find it stopped the flow of water.

That was very well for a little while, and the boy only thought of the success of his plan. But the night grew very dark, it was cold, he was hungry, and the poor little finger fixed in the hole began to pain him more and more, till his whole arm began to hurt him. It was very hard to bear, but the little boy courageously kept his finger there and moved not. Tears rolled down his cheeks as he thought of his father and

mother, and the little bed where he might be sleeping soundly; he knew all the people in the village would be drowned if he moved his poor painful finger. So he prayed for courage during that terrible night and never moved.

In the morning the doctor, who had been called out very early, discovered the child, in great pain, with pale face and tearful eyes.

"In the name of wonder, boy," he exclaimed, "what are you doing?"

"Just keeping the water from running in," simply answered the boy.

Help was secured, the leak was repaired, and as the doctor rubbed the swollen arm, he told the people that Holland had been saved by the heroic courage of one little boy.

—An adaptation: Sharp's Magazine.

THE LAMP AND THE SUN.

Lamp—Well, I do look pretty, standing in this window.

Sun—It is time for me to set now.

Lamp—You are a pretty little fellow, Sun; my light is stronger than yours.

Wind—Puff! puff! puff!

Lamp—Oh, my light has gone out.

Wind—Perhaps you will keep still hereafter. The idea—your saying you are brighter than the Sun! Let me tell you, Lamp, the Sun and Stars do not need any human being to light them as you do.

Geography Outline.

Fourth Year. 4A.

First Week:—

Direction and Distance.

How learned

1. Sun
2. Compass
3. Stars
4. Moss on trees (north)
5. Shadow (direction)
6. Smoke (the direction it blows).
7. Distance (space from desk to desk—row to row, house to house, etc.

Second Week:—

Map

1. Make plan of classroom—show teacher's and pupils' desks—mark teacher's and pupils' names on their desks.
2. Have spaces between desks and chairs measured correctly.
3. Make plan of block and pupil mark in his house.
4. Show how this can be enlarged to make city plan (map)
5. Study City Map—explain lines representing rivers, lakes, mountains, parks, bridges, etc.

Third Week:—

A. Begin study of five boroughs.

1. Manhattan, Brooklyn, Bronx, Queens, Richmond.
2. Have pupils find the largest borough and the smallest.
3. Find boundaries of each borough.
4. Find land or water separating each.

5. Find location of each in relation to each other or nearest body of water.
6. According to industries and population which is the most important and vice-versa.
7. Give the boroughs the following waters separate:—
East River, Harlem River, New York Bay, Hudson River.

8. What about Upper and Lower New York Bay?

B. Harbors.

1. Have pupils tell where they go in time of storm.
2. Why do they seek this shelter?
3. Compare this shelter to a good harbor.
4. What constitutes a good harbor?
5. What it is used for.
 - a Passengers.
 - b Supplies.
6. Types of boats used—give their advantages.
 - a Passenger Boats (Ocean Steamers)
 - b Ferryboats (River and Lake Steamers)
 - c Fire tugs.
 - d Tugs for ocean liners, etc.
 - e Freight tugs, etc.

Fourth Week:—

A. Islands and their uses.

Location of each.

1. Bedloe's or Liberty Island.
2. Governor's Island—(Military Hdq.)
3. Randall's Is. (For destitute children.)
4. Blackwell's Is. (charity hosp.)
5. Ward's Is. (Insane hosp.)

B. Streets and Avenues.

I. Brooklyn.

- (a) Bedford Ave.
- (b) Broadway
- (c) Fulton St.
- (d) Atlantic Ave.
- (e) Eastern Parkway.
- (f) Atlantic Ave.

II. Manhattan

- (a) Fifth Ave.
- (b) Broadway
- (c) Madison Ave.
- (d) Grand St.
- (e) Bowery.
- (f) Wall St.

Tell why they are important.

III. Means of traveling.

Trolley cars, subway, elevated trains, boats, tube, auto.

Fifth Week:—

A. Parks in Brooklyn.

- I. Prospect Park.
- II. Tompkins Park.
- III. Highland Park.
- IV. Forest Hill Park.

B. Parks in Manhattan.

- I. Central Park.
 - II. Bronx Park.
 - III. Battery Park.
- Give attractions in each.

C. Excursions for Pupils.**I. Manhattan.**

Grant's Tomb
Soldiers' and Sailors' Monument
Statue of Liberty
Aquarium

II. Brooklyn.

Museum on Eastern Parkway.
Navy Yard.
Lookout Hill.

Sixth Week:—**Tunnels and Bridges.****A. Brooklyn Tunnels.****I. In Construction.**

- (a) Bushwick Ave. Tunnel.
- (b) Eastern Parkway Tunnel.

II. Completed.

Broadway "L" to Chambers St.

B. Manhattan Tunnels.

- (a) Hudson Tunnel.
- (d) N. Y. & N. J. Tube.

Show how tube and tunnels connect with overground means of traveling.

Business Districts in Brooklyn.

Broadway.
Fulton St.

Residential Districts.

Clinton—Washington Ave.
Flatbush Section.
Jamaica.

Business Districts in Manhattan.

Wall St.—Broadway.
Maiden Lane—Pearl St.

Residential District

Fifth Ave.—Madison Ave.
Central Park West.

Seventh Week:—**Nationalities in New York City.**

English, French, German, Jews, Italians. Inhabitants from Czecho Slovak Countries and Chinese.

Means of Occupation.

All occupations which meet the demands for feeding, clothing and housing the people.

Recent War found many at war work all over the country.

Explain kinds.

Kinds of Labor.**Skilled Labor:**

Teachers, Lawyers, Doctors, Dentist, Mechanics, etc.

Unskilled Labor:

Where no training or time has been given to work.

Eighth Week:—**Local History of New York City.**

1. Stories of early discoverers and settlers in New York City. e. g.

Hendrick Hudson
Dutch Trading Posts (Fur trade).
Trade with the Indians.
Homes started—Governor in charge of settlement.

Troubles with the Indians.

See Monument of Peter Stuyvesant in Stuyvesant Square

GEOGRAPHY—4B.**1st Month and 2nd Month.****First Week:—****I. North and South America.****A. Western Hemisphere—Location.**

- I. Location of North and South America.
- II. Bodies of water bordering divisions.

III. Arctic Ocean, Atlantic Ocean, Antarctic Ocean—Location.

IV. (a) Comparison in size of Western and Eastern Hemisphere.

(b) Comparison in size of North and South America.

(c) Comparison in size of main divisions of North and South America.

Second Week:—

A. I. Begin heat belts—show change of weather in different belts.

II. Compare north and south of the equator.

III. Compare foods and modes of living in these places.

IV. Find the belt we live in.

B. I. Explain the difference in latitude and longitude.

II. How this affects time of trains, steamers, etc.

III. Prime meridian.

IV. Teach location of places east or west of prime meridian.

Third Week:—

Correlate Geography with History and have children give their own story of Columbus, John Cabot, Hendrick Hudson, etc.

A. Sections of North America.

- I. Atlantic Coast Plain.
- II. Appalachian Highland.
- III. Great Central Plain.
- IV. Pacific Highland.
- V. Pacific Coast Plain.

B. Atlantic Coast Plain.

I. Location:—East of the Appalachian Mountains and extends from northern part of Canada to southern part of the United States.

C. Appalachian Highland.

Location:—Mountain section which extends from Gulf of Mexico to Canada.

D. Great Central Plain

Location:—What name implies central part of United States?

E. Pacific Highlands

(a) Location:—Western part of United States, extends from Canada to southern part of United States.

(b) Main divisions of Pacific Highlands:—

- 1. Rocky Mountains.
- 2. Sierra Nevada.
- 3. Great Plateau.

F. Pacific Coast Plain

Location:—West of Pacific Highlands extends the same.

Fourth Week:—**A. Study of Coast Lines.**

I. Eastern coast of North America.

(Continued on page 35.)

ARITHMETIC—5A.

First Month.

Notation and Numeration.

Teach the terms **integer** and **period**. Teach the relation of the orders of integers. Notation and numeration of integers through three periods; dollars and cents; fractions and mixed numbers; Roman numerals to L.

Integers.

Oral. (a) Daily drill in rapid addition from chart or blackboard. Finding sum of two numbers of two figures each, as $44+29$, $18+37$.

(b) Finding difference between numbers of two figures each, as $44-29$; $67-38$. Rapid drill in making change, as 44c and how many cents make one dollar?

(c) Rapid drills involving the 2, 4, 8, and 12 times table, as 47×4 , 47×8 , 36×12 , 36×4 .

(d) Dividing at sight with, or without, remainder, as 73 divided by 8, 81 divided by 12. Separating numbers into factors, as $36=6 \times 6$, $36=4 \times 9$, $36=12 \times 3$, $36=2 \times 18$.

Written. (a) Addition. Addends, 7 or 8; sums to 1,000,000,000. When giving example for drill in addition limit numbers to four or five orders.

Type	52,560 Sum	11	476	527 Sum
	6,987	3	098	706
	9,876		107	840
	3,945	5	260	896
	7,896	3	009	085
	6,585	—	—	—
	3,979	11	476	527 Sum
	8,768	—	—	—
	4,524	—	—	—
	<u>52,560 Sum</u>			

Addition of dollars and cents, as in preceding grades.

(b) Subtraction. Integers, and dollars and cents.

Type	1,560,809	Proof	187,840
—	1,372,969	+	1,372,969
	<u>187,840 Difference</u>		<u>1,560,809</u>

(c) Multiplication. Multiplicands with integers of four or five orders; with dollars and cents. Multipliers of three or four orders, including o's in units', tens' or hundreds' place.

Type	46,523	Proof	207
x	207		46,523
	325 661		621
	9 304 6		4 14
	<u>9,630,261 Product</u>		<u>103 5</u>
	6,057		1 242
x	9,269		8 28
	<u>9,630,261 Product</u>		<u>9,630,261 Product</u>

$$\begin{array}{r} 4,893 \\ \times 7,600 \\ \hline \end{array}$$

$$\begin{array}{r} 29,358 \\ 34,251 \\ \hline \end{array}$$

37,186,800 Product

$$\begin{array}{r} \$147.63 \\ \times 309 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Proof} \quad 9,269 \\ \times 6,057 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Proof} \quad 7,600 \\ \times 4,893 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Proof} \quad 309 \\ \times \$147.63 \\ \hline \end{array}$$

(d) Division. Short division with dividends of seven orders. Long division with dividends of six orders or less; divisors of two or three orders including o in units' place. Dividends with dollars and cents.

Type 1,724 239/342 Quotient

$$342 \overline{) 589,847}$$

$$342$$

$$2478$$

$$2394$$

$$844$$

$$684$$

$$1607$$

$$1368$$

$$239$$

176 125/270 Quotient Proof

$$27 \overline{) 0 | 4764 | 5}$$

$$27$$

$$206$$

$$189$$

$$174$$

$$162$$

$$12$$

$$67 \overline{) \$485.75}$$

$$469$$

$$167$$

$$134$$

$$335$$

$$335$$

Proof

$$1,724$$

$$\times 342$$

$$3 \ 448$$

$$68 \ 96$$

$$517 \ 2$$

$$589,608$$

$$+ \quad 239$$

$$589,847$$

$$176$$

$$\times 1270$$

$$1232$$

$$352$$

$$47,520$$

$$+ \quad 125$$

$$47,645$$

$$\$7.25 \text{ Quotient}$$

$$\$7.25$$

$$67$$

$$50 \ 75$$

$$435 \ 0$$

$$\$485.75$$

Fractions.

Oral. (a) Classified as proper, and improper. Have frequent drills in classification; have pupils give reasons for answers.

(b) Reduction of integers or mixed numbers to improper fractions; improper fractions to integers and mixed numbers.

Types. (1) Change 5 to an improper fraction having 4 or 3 or 7 for the denominator; (2) Change $3\frac{4}{5}$ to an improper fraction; (3) Change $\frac{35}{7}$ to an integer; (4) Change $\frac{47}{5}$ to a mixed number.

(c) Reduction of fractions to higher or lower terms, teaching the principle involved, as follows: Multiplying or dividing both numerator and denominator by the same number does not alter the value of the fraction.

Type: $\frac{1}{2} = ?/14$; $\frac{6}{7} = ?/21$;
 $\frac{4}{10} = ?$; $\frac{9}{18} = ?$; $\frac{14}{16} = ?$

Written. (a) Changing mixed numbers to improper fractions, or improper fractions to integers or mixed numbers.

Types. $22\frac{7}{9} = 205/9$; $171/4 = 42\frac{3}{4}$;
 $165/5 = 33$.

(b) Reduction of fractions to lowest terms.

Types. $62/488 = 31/244$
 $72/288 = 8/32 = \frac{1}{4}$.

Have pupils find the larger factors in reduction of fractions to lower terms, or in cancellation.

Measurements.

Oral and Written. Review liquid and dry measures. Teach what articles are measured by each measure.

Types. (a) How many pints in 6 quarts?

(b) How many pecks in 24 quarts?

(c) Change 462 pints to quarts.

(d) Change 356 bushels to quarts.

Form. (c) $2|462$

231 quarts in 462 pints.

(d)
$$\begin{array}{r} 356 \\ 32 \\ \hline 712 \\ 1,068 \end{array}$$

11,392 quarts in 356 bushels.

Problems.

Oral and Written. Involving one or two of the fundamental operations using integers, common fractions, and dollars and cents; finding areas of rectangles; using the denominate units previously learned.

Types. Use similar types of examples in oral and written work.

(a) Mary used 2 eggs in making a cake and 3 eggs in making a pudding. How many eggs were left out of a dozen?

(b) A baker received \$10 from the sale of bread at 10c. a loaf. How many loaves did he sell?

(c) Rebecca studied $\frac{1}{2}$ hour in the afternoon and $\frac{3}{4}$ hour in the evening. How many minutes did Rebecca study?

(d) What is the area of a floor 12 ft. long and 10 ft. wide?

(e) A half yard of ribbon sells for \$.10. At this rate what would $1\frac{1}{2}$ yards cost?

(f) Mary's coat cost \$15. Her mother's coat cost twice as much and \$10 more. What did the mother's coat cost?

(g) If a trolley car can carry 70 children, how many cars will be needed to carry 350 children to Prospect Park?

Terms.

Review the terms *sum*, *minuend*, *subtrahend*, *remainder* or *difference*, *multiplicand*, *multiplier*, *product*, *dividend*, *divisor*, *quotient*.

SECOND MONTH.

Notation and Numeration.

Continue the work of preceding month. Roman numerals to C.

Integers.

Oral. (a) Continue daily drills of previous months. Drill in combinations of addition and subtraction, as 59 minus 8 plus 7; 47 minus 17 plus 14.

(b) Rapid drills involving the 3, 6 and 9 tables, as 52 times 6; 74 times 9.

(c) Dividing at sight with or without remainders as 126 divided by 9; 147 divided by 6. Combine multiplication and division, using the horizontal line as:

$$\begin{array}{r} 55 \times 4 \quad 64 \times 7 \\ \hline 11 \quad 8 \end{array}$$

Written. (a) Continue daily practice in the fundamental operations with attention to accuracy and rapidity.

(b) Drill on 0's in multipliers and divisors, as $7,988 \times 5,006$; $\$807.65 \times 5,030$; $374,967$ divided by 8,900; $142,704$ divided by 7060.

(c) Use terms in giving examples, as follows: The subtrahend is 2,974,089, the minuend is 27,040,960. Find the difference.

Fractions.

Oral. (a) Review factors. Teach common factor. Drill in finding the common factors of two or more numbers.

Example: Find the factors of 144; of 288.

Give the common factors of 144 and 288.

(b) Illustrate and define *prime factors*. Find some factors of two or more numbers as 33, 48, 54.

(c) Review *multiple*. Teach *least common multiple*. Have pupils find difference between a multiple and a factor.

(d) Addition and subtraction of fractions whose least common denominator may be determined by inspection as: $\frac{1}{3}$ plus $\frac{1}{9}$; $\frac{2}{7}$ minus $\frac{1}{14}$; $\frac{3}{24}$ plus $\frac{1}{8}$.

(e) Continued practice in changing mixed numbers and integers to improper fractions; and improper fractions to mixed numbers.

(f) Continued practice in reduction of fractions to higher or lower terms.

(g) Cancellation. Teach cancellation as a form of division. Have pupils show the various ways in which 25 divided by 5

$$5|25 \quad 25$$

may be expressed as 25 divided by $5 = 5$; $\frac{25}{5} = 5$. Teach

$$\frac{5}{5} \quad 5$$

$$14 \times 4$$

that 14×4 divided by 4 is the same as $\frac{14 \times 4}{4}$ and that 4 is

$$4$$

a common factor to both numerator and denominator. Drill on principle involved: Multiplying or dividing both numerator and denominator of a fraction by the same number does not alter the value of the fraction. Teach that cancellation consists in removing equal factors from the numerator and denominator of fractions.

(Continued on page 35)

HISTORY NOTES—5B.

Lesson I.

Causes of French and Indian War.

Nations having colonies in North America in 1754 were France, Spain, England.

Land Claimed by Each.

France—Valley of St. Lawrence; entire Valley of Mississippi from Alleghanies to Rockies.

Spain—Florida, Mexico; land south of Mexico.

England—Atlantic Coast, from Maine to Georgia.

Land in Dispute.

France claimed Valley of Ohio River and Alleghany region because of discoveries of La Salle. England and her colonies claimed the land because of the explorations of many hunters and grants to Penn and King.

The question grew whether England or France should control continent. France possessed the best fishing grounds and fur-producing districts, also all the waterways to the heart of the continent. Coming up Lake Champlain they could threaten New York and New England from the rear. In other respects England had the advantage.

In population, English America had become so superior as French America was territorially. The English colonies were more convenient to the mother country and better situated for commerce. England had free religious and political systems. The French were oppressed. Therefore France's best emigrants came to New England and to other English colonies.

Lesson II.

Indian hostilities, which heralded King William's War, began in 1688. The French under Frontenac prepared to capture Albany and Manhattan. He didn't accomplish much but won a success at Schenectady. This attack assembled at New York, the first American congress to find a defense against northern invaders.

In 1702 Queen Anne's War began, and in this England was the chief sufferer. Massacre of people was terrible. Acadia never again came under French rule, and was regularly ceded to England by Treaty of Utrecht, 1713. New England colonists captured Louisburg, on island of Cape Breton. This was one of the strongest fortresses on the continent and was known as the "Gibraltar of America." It commanded entrance to the gulf and mouth of St. Lawrence. The Colonial army was received with joy. At the close of the war Louisburg on Cape Breton Island, was restored to the French by the disgraceful Treaty of Aix-la-Chapelle.

Lesson III.

The French did not want the English to trade with the Indians on the other side of the Alleghany Mountains. They stirred up the Indians to drive the English away. This action of the French aroused the colonists. Therefore the colonists selected George Washington to take a letter to the French commander because of the actions of the French. It was a journey of one thousand miles, and after many hardships Washington and his few men reached the French post. The French commander read the letter and replied that he and his men would drive every Englishman out of the Ohio Valley. After a perilous journey, Washington returned with the French commander's message. Therefore arose the strug-

gle the end of which would settle who would control America. The present site of Pittsburg, known as the "Gateway of the West," was the main entrance to the Ohio Valley. It was coveted by both nations. The English built a fort on this spot, but the French easily captured it and held it under the name of Fort Du Quesne.

Lesson IV.

Affairs now became serious. General Braddock was sent out from England with two regiments of soldiers. Selected Washington, who was recommended by the Governor, as a member of his staff. The English troops under General Braddock were trained to fight as civilized nations fight, *i. e.*, in open field. The Virginia Militia, the colonists, were trained to fight against Indians.

Braddock's Expedition, 1755.—Its purpose was to take Fort Du Quesne from the French. The march was long and difficult. It was made slowly but with safety until they were within a few miles of Fort Du Quesne. Then musket shots and Indian yells were heard in front. Washington begged Braddock to order his soldiers from the field into the woods behind the trees, but Braddock refused to follow his advice.

Battle—English troops panic-stricken by yells or shots of unseen foe. Braddock wounded; troops fled; Washington rallied troops—Two horses were shot under him—Indians' belief about him—Washington conducted a retreat.

Result of Expedition was (1) a defeat; (2) recognition by English of the importance of a knowledge of the methods of colonial warfare; (3) raised George Washington to a higher position—made him commander of the Virginia troops.

Franklin's Plan of Union.

The dispute of the French and Indian War. It was between the French colonists and English colonists. Some people thought they should adjust it themselves and not appeal to the mother countries. A Colonial Congress was called at Albany, 1754. Its purpose was to confer with the chiefs of the Six Nations (Iroquois) for a defense against the French; also to decide upon measures to be taken in regard to the war. The convention consisted of delegates from each State. Among them was Benjamin Franklin. Franklin's plan was this: (1) Colonies should unite in war and not appeal to England for aid; that they were strong enough, if united; (2) Formation of a Grand Council by election of representatives from each colony; (3) President appointed by King. It was rejected by the colonies, though many were in favor of it. England was afraid it would give the colonies too much power and they would know their own strength.

Lessons V and VI.

Review of Dutch Settlement.

Review of England and French troubles.

Test.

Lesson VII.

General Sir William Johnson managed his affairs with the Indians with such honesty and kindness that he probably wielded more influence over them than did any other white man. He spoke their language perfectly, and sometimes dressed like them. His second wife was Mary Brant, daughter of Joseph Brant, Mohawk chief. In earlier wars he was commissioner of Indians and kept the frontier in peace.

Lesson VIII.

Battle of Lake George—English army in New York. General Johnson was the English commander. When Johnson was marching north, the French were moving south, and they met at the southern end of Lake George. The French were defeated and Johnson built a fort called Fort William Henry.

Lesson IX.

The next year the English were defeated at Fort Ticonderoga. The French had been successful at nearly every point, but the tide began to turn in 1758. The English took several of the French forts, among them being Ticonderoga and Crown Point. The French were driven to Canada. The next move was to drive French from Canada.

Lesson X.

General Montcalm, now appointed Commander-in-Chief of the French, was the bravest and most skillful officer that had yet appeared in America. He captured Oswego and so gained control of Lake Ontario. In 1757 he captured Fort William Henry. The faithless Indians who accompanied the French and aided them, fell upon the prisoners and massacred them in spite of the fruitless attempts of the French officers to control them.

Lesson XI.

Montcalm defeated General Abercrombie who was at the head of fifty thousand British and Colonial troops in an attack on Fort Ticonderoga. Gloomy outlook for English. French in possession of Ohio Valley, Great Lakes and the approach to Hudson. Work of Johnson undone by Montcalm.

Tide turns in favor of English. Last effort made. Army of fifty thousand gathered; half British and half Colonial. In 1754 Louisburg was captured by English. Given back and recaptured in 1758. Louisburg was important as the approach to gulf and St. Lawrence River. Fort Du Quesne captured and name changed to Fort Pitt, in honor of Minister Pitt.

Lesson XII.

Fort Niagara and Fort Ticonderoga captured by English. English now in possession of Ohio approach Niagara River, and frontiers of the Hudson. French driven to Canada.

Lesson XIII.

Quebec—Why important?

(1) It was the seat of French rule and power in the New World. Site of their strongest fortress. It commanded the St. Lawrence Valley and the entrance to the West.

The Fortress of Quebec was situated on a high cliff on top of which and back of fort is a plain known as "Plains of Abraham." Protected on three sides by waters of St. Lawrence River. Rocks on side toward east nearly perpendicular so as to be deemed inaccessible. James Wolfe, the English commander, who won laurels at Louisburg, decided to capture the French stronghold. The British regulars and Colonial troops completed the forces in the colonies.

Lesson XIV.

Wolfe had once started an attack but his orders not being

executed with sufficient accuracy, he foresaw disaster and retired. At length he found a place where his men could, with herculean toil, climb the bluff, unknown to the enemy. Morning-light revealed the whole force drawn up in battle array on the plain.

Lesson XV.

The Battle of the Plains of Abraham.

Montcalm went out to meet the English at ten o'clock. Great bravery was displayed on both sides, but the charges of the English broke the ranks of the French.

General Wolfe was carried to the rear mortally wounded. "They fly." "Who fly?" "The French." "Then I die in peace." Montcalm's words were, "I am happy I shall not live to see the surrender of Quebec."

Montcalm was also mortally wounded.

After five days the city surrendered.

Results.

1. Victory of English showed French that they could not stand out against the English.
2. Brought about the Treaty of Peace at Paris.

Lesson XVI.

Treaty of Paris, 1763.

Result of capture of Quebec:

(1) English held invincible position and fortress at the gateway to French territory. (2) French colonists had lost their backing, therefore they dared not attack English.

Cause of War After 1759.

(1) Many small engagements but no great battle. (2) English uniformly successful, therefore French asked for peace.

Treaty of Paris, 1673, was favorable to English because war was won by them.

Lesson XVII.

Terms.

(1) France gave up to England all her possessions in America as far as the Mississippi River except two islands near Newfoundland, to be used as fishing stations.

All the rest of the land west of the Mississippi was surrendered to Spain for aid extended against England.

Lesson XVIII.

Result and Effects of the War.

1. France was driven entirely from America.
2. England got Florida.
3. Spain was ceded Louisiana.
4. Colonial militia gains experience in warfare and confidence in struggle with regulars.
5. Feeling for union among the colonies was strengthened.
6. Colonies taxed by British Government to defray expenses of the war.
7. The last three effects led to the Revolution.

GEOGRAPHY LESSONS—6A.

First Month.

1. Canada. Location as determined by latitude and longitude.

Pupils should never be told the latitude and the longitude, nor required to memorize them, as the plan of study in the syllabus tells us, but should be trained to determine them by the inspection of a map.

Location in relation to surrounding countries and waters. Lakes and United States on the south. It is bounded on the north by the Arctic Ocean on the north to the Great East by the Atlantic Ocean and on the west by the Pacific Ocean and Alaska. The northern part is in the North Frigid Zone, the rest in the North Temperate Zone.

2. Comparative size and shape. Canada is larger than the United States. The comparative size of a country should never be told, but should be made a matter of calculation on the part of the pupil using the area of New York State, 50,000 square miles, as the unit of comparison.

3. Mountain systems, important ranges, slopes and plains. The surface of Canada consists of the three great sections into which the surface of North America is divided. In the west the Rocky Mountain highland extends from the Arctic Ocean to the boundary of the United States. This is the principal highland.

In the east is found the northern end of the Appalachian Mountains and north of the St. Lawrence River is the Laurentian Plateau. Between the principal and secondary highlands is the great central plain. The northern slope of this plain is divided from the part which lies to the south by a slight ridge called the Height of Land.

A map of a cross section of Canada will help the pupils to get a good idea of the surface.

A moulding board should also be used by pupils to get a clearer concept of the natural divisions. The eastern provinces are drained into the St. Lawrence River and the Atlantic Ocean; the central region into the Hudson Bay and Mackenzie River; the western slope into the Pacific Ocean. The St. Lawrence River is the most important river of Canada. It drains the Great Lakes and flows from Lake Ontario northeast into the Gulf of St. Lawrence.

The Nelson Saskatchewan is the longest and most important river system that drains into the Hudson Bay from the central plain.

Lake Winnipeg is part of this river system.

The other important rivers are the Yukon, Fraser and Columbia on the Pacific Slope. Of these the Fraser is the only one wholly within Canada.

Canada has many large lakes, among them Winnipeg, Athabasca, Great Bear, Great Slave, Lake of the Woods and the Great Lakes on the boundary between Canada and the United States.

Second Week.

Important Cities: Halifax, the capital of Nova Scotia, a peninsula in the extreme eastern part. Excellent harbor. Noted for its trade in fish. The whole province of Nova Scotia has an area of only about 500,000 square miles.

Quebec is the capital of the province of that name. It is situated on the St. Lawrence River in the southern part of the province. Is a great tourist center. Famous for the battle fought during the French and Indian War. As a result

of victory Canada became a British possession.

Montreal, largest city in Canada. Situated on an island where the Ottawa River flows into the St. Lawrence in the province of Quebec. It is the financial and banking center of Canada. Has many industries and manufactures.

Ottawa is the capital of Canada. Situated on the Ottawa River. Contains government buildings and official residence of the Governor General. Is the center of great timber region of eastern Canada and one of the greatest lumber markets of the world.

Toronto is situated on the northern shore of Lake Ontario and is the chief lakeport of the country. It ranks next to Montreal. Is a manufacturing city, and makes tools, machinery and furniture. It is a wholesale distributing center.

Winnipeg is a city in the southern part of Manitoba, a province in the southwestern part of Canada. Is an important railway center on both Canadian Pacific and Grand Trunk Pacific railways.

2. Climate of Canada. In the far north winters are long and rivers frozen deep. Summers are short and cool. In Temperate Zone an oceanic climate along Pacific coast. This coast has the heaviest rainfall in America. Rainy and dry seasons alternate. This region is not far inland.

In eastern part the climate is more severe than countries in same latitude across the Atlantic. Labrador is 30 degrees colder than the western coast of Europe in same latitude.

Cause of Newfoundland fogs should be taken into account here.

The Great Lakes have a great deal of influence toward equalizing the climate of the Atlantic section of Canada.

The interior has a continental climate with marked extremes of heat and cold. Summers are hot. Polar winds in winter make the central plain excessively cold. The region northwest of Hudson Bay has the coldest climate of the continent. The climate being very dry makes the heat and cold easier to endure.

3. Areas of production and resource.

Minerals.—Highlands of west rich in gold. Copper and nickel found along Great Lakes. Newfoundland has iron mines. Coal found both on the Atlantic and Pacific coast in Nova Scotia, Vancouver and Queen Charlotte Islands.

Plants.—Forests yield greater wealth than mines. Laurentian Highlands, valleys of Mackenzie and Fraser Rivers well wooded. In moist regions around Pacific Coast gigantic trees.

The prairies of the southern part of the country west of the Great Lakes are a rich agricultural country.

Animals.—Musk ox lives in barren lands, northern part of central plain. Deer found in forests. Antelope, mountain sheep and goats in Rockies. Bison on prairies, but not many. Mink, lynx, marten, muskrat live in cold forests. Trapped for fur.

Fish.—Banks of Newfoundland abound in herring and cod. Salmon along Pacific.

Horses, cattle and sheep raised on the plains west of the grain lands.

4. Industries and Products.

Manufacturing is advancing. Grinding of spruce logs into wood pulp is a growing industry.

Making of cheap paper.

Canning of salmon.

Dairy Products.—Canada leads the world in amount of cheese exported.

Lumbering hard and soft wood.

Agriculture is the leading industry—wheat, apples, pears, plums, grapes, peaches.

Ship-building and fishing cod and herring.

Ranching.—Horses, cattle, sheep.

Fur trading.

Mining.—Gold, silver, coal, nickel, copper.

Third Week.

1. Form of government.

Country consists of nine provinces and five districts. Chief officer is a governor-general appointed by King of England. Laws made by Canadian Parliament whose members are elected by voters of Canada. Each province has its own legislature elected by the people, and a lieutenant-governor appointed by the governor-general.

2. People.

In extreme north a few Eskimos. Indians live in forests and on plains. Live by hunting and fishing. Earliest settlers were French, and many inhabitants still speak French. The Canadians of British descent are active and progressive, conducting most of business enterprises of the country.

In western and central sections are American immigrants and immigrants from other countries. They live by farming.

3. Exports and imports.

Agricultural exports are wheat, cheese and cattle.

Silver, gold, copper and iron are exported.

Canned salmon and salted cod.

A large amount of timber and wood pulp.

Trade is controlled mostly by England and United States. Exports are chiefly sent to England, but half the imports come from the United States.

Imports.—Iron and steel manufactures, coal, foodstuffs, textiles, rubber goods, chemicals, corn, tobacco.

Fourth Week.

Means of Transportation.

Canadian Pacific extends from ocean to ocean, connecting cities of Vancouver and Halifax.

The Grand Trunk railway system connects the cities along the Great Lakes and the St. Lawrence River with those on the Atlantic seaboard and a western extension to the Pacific coast.

Ocean steamships ascend the St. Lawrence to Montreal except in Winter. Portland, Maine, is the winter port of Montreal. From Vancouver steamship lines cross the Pacific to Japan and China.

The navigation of the Great Lakes is enjoyed by the United States and Canada. The eight canals around the rapids and waterfalls increase the natural transportation facilities.

The Yukon River forms an important highway to the gold regions of Alaska and Canada. It is navigable for small steamers for nearly its whole length.

Second Month.

MEXICO.

1. Location.—Mexico lies in the southwestern part of North America, where the grand division is indented by the Gulf of Mexico. Latitude and longitude should be calculated by the pupils.

Southern half is in the Torrid Zone. The northern half

is in the North Temperate Zone.

2. Size.—About 15 times as large as New York State, with a population about three times as large. About one-fourth the area of Canada, with about twice the population. Its shape is triangular.

3.—Surface.—Most of Mexico is in the southern part of the principal highlands of North America. It is mostly a plateau about 3,600 feet above the sea in the north and gradually rising in terraces until it reaches a height from six to eight thousand feet in the south. The eastern and western plateau are mountain ranges, called the Eastern and Western Sierra Madre. Between the bordering mountains the tableland is level. The largest lowland section is the peninsula of Yucatan.

4.—Drainage.—Few important rivers. The Rio Grande, 1,800 miles long, forms two-thirds of the boundary between Mexico and the United States. It rises in the Rocky Mountains and flows several hundred miles through the United States before it reaches Mexico. Most rivers are short and flow into Pacific Ocean or Gulf of Mexico.

Mexico has no important lakes.

Second Week.

1. Important cities.—Mexico City is in the fertile Valley of Mexico, 7,350 feet above the level of the sea. The cathedral of Mexico City is the largest and most elaborate church edifice in the Western Hemisphere. The city is about as large as San Francisco. It is a city of great extremes, having very wealthy residents and also the people of the lower classes whose poverty is abject.

Vera Cruz is the chief port. It is in the south on the Gulf of Mexico, on an artificial harbor. It manufactures tobacco, and has many cotton mills.

The history of Cortez in Vera Cruz and Mexico City should be reviewed in connection with the study of Mexico.

2. Climate.—Most of Mexico is so high that few sections have a tropical climate. Yucatan is the hottest part because it is lowland. The land more than 3,000 feet above the sea has a temperate climate, above 6,000 feet a cold climate, and above 15,000 feet perpetual snow.

Near the eastern coast, especially at the mouth of the Rio Grande, the rainfall is very heavy. The rainy season is from May to November. The interior is dry. The narrow southern part receives rain, but in the north are barren tracts of land like those in southwestern United States.

3. Areas of Production.

Minerals.—Leads the world in the amount of silver mined, about one-third of the world's product. The interior in the Torrid Zone is the chief silver region. Copper, gold and lead are mined. Coal fields, but not a good quality. A low grade of petroleum used for fuel. Opals, Mexican onyx, used in making furniture and in ornamenting buildings. Sulphur from volcanoes.

Agricultural products.

Trees on the plains and lower slopes of the mountains grow to huge proportions. Fig and mango, mahogany, ebony and rosewood. Rubber, all tropical fruits, grow in profusion. Sugar cane, cacao and coffee, vanilla.

In dry regions cacti grow abundantly, also the maguey plant. In Yucatan a species of maguey is cultivated for its fibers called sisal hemp, from which coarse bagging, rope and twine are made.

On the higher levels, where the climate is cool, tobacco, Indian corn and beans are grown. In many sections irrigation is necessary.

4. Industries and products.

Mining.—Silver, copper, gold, lead, coal, petroleum, opals, onyx, sulphur.

Agriculture.—Indian corn, cotton, rice, sugar cane, tropical fruits, vanilla bean, chicle, rubber, sisal hemp, maguey, coffee, cacao.

Manufacturing. Refining silver and gold ores. Cloth and blankets woven, leather goods, Mexican drawn work made by women.

Third Week.

1. Form of government.—Mexico is a republic with the title "United States of Mexico." It consists of twenty-seven states two territories and one federal district. Laws are made by a Congress, and executed by the president, who is elected by the people. Each state has a local government. The Spanish language is spoken throughout the republic.

Current events associated with the government of Mexico should be read and discussed in the class.

2. The people.—Mexico was settled by the Spanish soon after Columbus discovered America. This led to the intermarriage of Indians and Spanish. Their descendants are the most numerous race in Mexico today. About one-fifth of people are of pure Spanish descent. In the west and central parts of the country are many tribes of native Indians.

The Indians and the poorer class of the mixed race are the laborers. They are indolent, and by getting into debt to their masters are practically in a state of servitude. These partial slaves are called peons.

The home of the laborer is built of mud bricks or adobe. It has no flooring and the roof is made of straw or the branches of the Maguey plant. Its one room serves as kitchen, living room and sleeping room for the whole family.

Corn bread, black beans and sometimes a little meat cooked with red pepper form the bill of fare of the Mexican laborer. The corn is baked into flat cakes or tortillas.

3. Exports and imports.—Copper and lead ores, coffee, rubber, vanilla, hides and skins of cattle, sheep and goats are exported to the United States.

Silver is the chief export; gold is also exported. Tobacco is exported to Cuba to be manufactured.

Imports are largely manufactured articles of iron and steel, machinery and locomotives, clothing, cotton and woolen goods, and manufactures of wool.

4. Trade with the United States.—Trade is carried on by railways and steamship lines. There are two trunk lines, both extending chiefly north and south. The Mexican Central extends to El Paso in Texas, where connection is made with the Southern Pacific to San Francisco. The Mexican National passes through Monterey to Laredo, on the Rio Grande. Vera Cruz is connected with Mexico City by a remarkable mountain railway. Most of the interior is inaccessible. Roads are poor and the rudest carts are used. Donkeys are used to transport burdens.

Fourth Week.

Central America.

1. Location.—Extreme southern part of North America—southeast of Mexico, and extends to Columbia in South

America.

2. Size.—About four times as large as New York State, and has a population of about four and a half millions.

3. Surface.—The southern part of the principal highland of North America, but very much less in height, extends through Central America and approaches the Andes of South America. Along the eastern coast are alluvial plains formed by deposits of short streams from the mountains. Earthquakes and volcanoes are frequent.

4. Drainage.—Rivers are short. Some flow into the Pacific Ocean, but the longer ones flow into the Caribbean Sea. Lake Nicaragua is the largest lake.

Map Drawing: Draw a map of the North Atlantic and Southern Atlantic States, locating Boston, New York, Philadelphia, Washington, Savannah, Charleston, Baltimore, Portland, Albany and Annapolis.

GEOGRAPHY LESSONS—6B.

EUROPE.

THE PHYSIOGRAPHY OF EUROPE.

Location.—Columbus sailed westward and found the New World; let us sail eastward and visit Europe, the Old World. It is about 3,000 miles away across the Atlantic. It is nearly in the center of the land masses of the world.

Size.—It is only a little larger than the United States, so is one of the smallest of the grand divisions.

Coastline.—The first thing that attracts our eyes as we reach the land is the coast. The long peninsulas, and the long arms of the sea extending into the land give Europe an enormous coast line. It is therefore remarkably well provided with safe harbors. Europe has far more indentations than any other grand division. Everywhere we find seas, bays and gulfs. It is no wonder that Europe having so many harbors has the greatest commerce in the world.

Surface.—Europe consists of a mountainous region in the south and a great central plain in the north.

Highlands.—The Alps are the most celebrated mountains of Europe. Their loftiest peaks are always covered with snow. The valleys are filled with wonderful ice streams called glaciers. The Carpathian in Austria, the Balkan in Turkey, the Caucasus between Russia and Asia Minor, the Pyrenees in Spain run west and east. The Kiolen Mountains between Norway and Sweden, the Ural Mountains between Russia and Siberia run north and south and break up the plain of the north. The Valdai Hills in Russia are surrounded by vast plains.

Lowlands.—The great plain of Europe covers two-thirds of the grand division. In the Netherlands the plain is so far below the sea that dikes must be built to keep the waters from flooding the land.

Third Week.

Drainage.—Because of the mountain ranges extending north and south, the others east and west, the rivers are not so large as some of those in North and South America.

The Volga is the longest. It is noted for its fisheries. The Danube is navigable for the greatest distance. Thousands of vessels ply on its waters. The Rhine, like our Hudson, is famous for its scenery, its castled crags and vine-clad bank.

Europe, like North America, has many Lakes. Lake Ladoga in Russia is the largest fresh body of water in Europe. Lakes Geneva, Lucerne, Constance in the Alpine region

are noted for their scenery. In Italy is the beautiful Lake Como.

Climate.—Europe has the most equable and healthful climate of all grand divisions. Northern Europe, like Alaska and Greenland, is very cold. Most of Europe is in the Temperate zone and has a mild climate. In the most southerly parts people do not even build chimneys to their houses, because it is rarely cold enough for fires. Western Europe, due to the ocean currents, is much warmer than our side of the ocean in North America. London is several hundred miles farther north than Quebec in Canada. At Quebec there is sleighing for half the year; in London a seigh-bell is never heard.

Rainfall.—It rains all over Europe. She hasn't any too much, but enough to make her soil productive. In North America, rainfall is more abundant. Most of the rainfall of Europe is in the central and western parts.

Effect of Climate on Animals and Plants and People.—The climate in most countries is mild enough for the use of the domestic animals such as the horse, cow, ox, etc. Owing to the westerlies, and the mild waters of the Atlantic (the influence of the Gulf Stream) the greatest possible variety of plants and products are raised. Northern Europe, wheat, rye, oats, barley. Europe tills as much land as Asia.

Where the land is cold, mental application is hardly possible, hence the hard Scandinavians of the North; where the land is mild, some can learn, some can work, hence the intelligent, the mechanics and laborers of Germany, France and England; where the climate is warm, more agriculture and agricultural products, as from the warm-blooded races of the South (hot-tempered Italians). Southern Europe—oranges, figs, lemons, mulberry trees are raised.

The Animals of Europe are: The elk, reindeer, ibex, chamois, wild boar, lynx, bear, beaver, porcupine, wolf.

The Minerals of Europe are: Coal, in Great Britain, Germany and France; iron, in Great Britain, Germany, Austria, Sweden and Spain (these coal and iron are widely distributed, making European nations the world's greatest manufacturers); lead, in Germany and Spain; zinc, Germany produces one-half of the world's supply; copper, Spain has the richest in Europe; tin, found in Cornwall and Hartz Mountains; mercury, found in Germany Spain and Austria; salt, found in Austria; gold, found in Ural and Hartz Mountains; silver, found in Germany, Russia and Austria.

Countries: Name countries; state location and capital of each.

Trade Relations with the United States.—Almost every country trades with the United States. Our exports exceed our imports, hence the balance of trade is in our favor. Our best customers are England and France, hence most of our trade is confined to them. To England we export especially raw cotton and foodstuffs, while we import the manufactured cotton, linen and woolen goods. From France we buy silks, wines, porcelains and artistic things.

The British Isles.

The British Isles are also called the United Kingdom of Great Britain and Ireland. They consist of two large islands, Great Britain and Ireland, and a number of smaller ones.

Great Britain contains England, Scotland and Wales. It

is only a little larger than the State of Kansas, yet so numerous are her possessions which encircle the globe, that it is said the sun never sets on British soil. The king of this land rules over more than one-fifth of all the land and more than one-quarter of all the people of the world. She owns one-half of North America, the best parts of Africa, great possessions in Asia, a colony in South America and Australia.

She has the greatest and most valuable commerce in the world. She has the greatest number of merchant vessels, and carries freight to and from all parts of the world. A thousand ships enter her ports daily.

She is the greatest exporter of manufactured goods and the second greatest manufacturing nation. About two-fifths of her people manufacture and about one-quarter of her people farm.

England.

Size.—about size of New York State, but has three and one-half times as many people.

Climate.—Because of the westerly winds there is much fog, sometimes so thick that one is unable to see objects a few feet away.

Surface and Drainage.—In the north and west the hills are rugged. The Thames, the most important short river in the world, is spanned by 20 bridges and has the greatest foreign commerce annually.

Products and Industries.—Not enough can be raised, even if every acre of land were cultivated, to supply England's dense population. She is therefore our best customer. She buys our grain, pork, and beef, and we buy her manufactured goods.

Commerce.—Thousands of vessels go in and out of her ports each day. The first locomotives and railways were built in England. Any part of Great Britain can be reached in 12 hours.

Cities.—No other country has so many large cities in comparison to its size. It is dotted with cities and towns. London, the capital, is the largest and richest city in the world, and the first in commercial importance. It is on both sides of the River Thames. More people live in London than in the whole State of Ohio. It is principally a receiving port. It is the money center of the world. Although there is much traffic, London is a quiet city due to the absence of trolley or cable cars. London Bridge is the principal bridge for traffic. Westminster Palace, containing statues of English monarchs and heroes, is the home of the British Parliament. The British Museum in London contains collections of great value to scholars and it also has an immense library. Near London is Greenwich, through which passes the prime meridian.

Liverpool is famed for its docks. It is the chief port for the American trade. It is the greatest market for cotton, most of which comes from our Southern States.

Manchester is celebrated for its manufacture of cotton goods. It has great coal fields.

Wales.

Wales is a very mountainous country. It has rich mines of copper, coal and iron.

The heir apparent to the British throne bears the title of Prince of Wales.

(Continued on page 35.)

Composition Plan—Seventh and Eighth Years

(By A. Edna Fettis, P. S. 170 G, Manhattan.)

COMPOSITION PLAN—7A.

First Week—Friendly Letter.

The First Day of the New Term.

I. Par.—

- Introduction—Promoted or not.
- Books and supplies received.
- New program.
- Subject taught by class teacher.

II. Par.—

- How you liked the first day.
- How you think you are going to like the departmental work.
- Anything you don't like.

III. Par.—

- Determination to work hard. Why?
- Draw and address an envelope.

Narration—(Invention).

Second Week.

The Kemps lived in a pretty little village not far from a big city. One beautiful afternoon in Christmas week, Mrs. Kemp locked up the house and took all the children for a nice, long walk.

When they returned, about supper time, they found everything as they had left it, except that on the parlor table, there was a pile of neatly wrapped packages—one addressed to each member of the family—with a Merry Christmas to one and all.

Complete the Story.

III. Paragraph—

Tell how you think they came there.

Model—

Maxwell & Johnston, page 65.

Third Week.

Description of a Pet.

A dog—A cat—A rabbit—A bird.

I. General appearance.

II. Anything remarkable in the appearance of your pet.

III. A short story connected with your pet (one of his tricks, perhaps, or something cute or mischievous that he did on some special occasion).

Exposition—Fourth Week.

The best way to study a history lesson.

I. Reading the whole lesson to get the thread of the story and the use of your map for locations.

II. Each paragraph read thoughtfully, picking out only the important facts.

The value of a paper and pencil.

III. Some devices for fixing dates in your mind. Matching cards, one with event, other with date (same color for event and date). Other devices.

Business Form—Fifth Week.

A Telegram.

Model—Metcalf & Bright's Language Lessons, Part II, Page 177.

Not more than ten words in message.

1012 Elm St., Phila., Pa.

April 5, 1916.

Mrs. George Allen,

60 West 93rd Street,

New York, N. Y.

Missed last train for New York. What shall I do?

Mary Allen.

Send a telegram in answer.

Tell her to go to a hotel; what train to take next morning and where you will meet her.

Send telegram to your father who is in a distant city, telling him of the illness of someone at home.

Telegraph a friend that you will not take train you expected to take. Say you will write and explain.

Narration (Invention) Sixth Week.

Public street—Old lady—Banana skin.

Crowd—Policeman—Ambulance.

Par. I. When and where?

Par. II. What happened?

Par. III. Result.

Par. IV. How might this have been prevented?

Models—Maxwell's Comp., page 39. McKeon's, Part II, page 49.

Description of a Place—Seventh Week.

A Room.

I. The room as a whole—size, windows, exposure, etc. Decoration (walls and ceiling).

II. How furnished (wood and color).

III. The prettiest or coziest corner.

Eighth Week—Exposition.

How to keep your room tidy.

"A place for everything and everything in its place."

Par. I. Your bureau.

Par. II. Your closet.

Par. III. Your desk or table.

Ninth Week—A Friendly Letter.

Write to a friend in Florida and describe a snowstorm.

I Paragraph—Conditions before the storm—clouds, wind, rain, hail.

II. Conditions during the storm.

III. After the storm—the trees, houses, clothes-lines, telegraph poles, etc.

Or, Describe a thunderstorm.

Tenth Week—Narration

John Alden's Errand (From Courtship of Miles Standish).

Par. I. What was his errand?

Par. II. Did he deliver his message well and how was it received?

Par. III. The result (for all concerned).

Eleventh Week—Description.

Describe Miles Standish's first encounter with the Indians.

Children read for themselves in their literatures.

Par. I. His early start—his little army—the march to the encampment.

Par. II. Conversation with the Indian chiefs—the encounter or attack.

Par. III. The result.

Twelfth Week—Exposition.

Outline—A Book Review.

McKeon, Part III, Page 221.

I. Title and author.

II. What it is about (in one sentence).

III. Why is it interesting? Anything you do not like about it?

Books.—Black Beauty, Little Women, Rip Van Kinkle, Pollyanna, Daddy Longlegs, Sara Crewe, Rebecca of Sunnybrook Farm.

Thirteenth Week—Business Form.

Renewing a library book (by postal).

Give the number of your book—date on which it was drawn and card on which drawn.

or

Renewing subscription to a magazine.

Give date of renewal.

Enclose money order or check.

Tell how you have enjoyed it and the department you have enjoyed most.

Fourteenth Week—Description.

Description of a Plant.

The Orange Tree—The Date Palm—Rubber Plant—The Cotton Plant—Tobacco Plant.

Par. I. Where found? Country? Climate?

Par. II. General appearance.

Par. III. Special features.

Par. IV. Uses of whole or part.

A picture of the plant, if possible, pasted on composition.

Children should obtain knowledge for themselves from geography or nature book.

Fifteenth Week—Narration (Invention).

The Adventures of an Umbrella.

Par. I. Introduction—When? Where?

Par. II. The story—What happened?

Par. III. Result with its moral (if there is one).

Models—McKeon, Part II, Pages 42 and 49. Maxwell's Comp., Page 39.

Sixteenth Week—Exposition.

Beast, Bird or Fish—The Handkerchief Game—Line-tag—Hide the Thimble.

I. How many can play it?

II. Arrangement of persons and things.

III. How do you start and each step in order.

IV. Who wins? Why interesting?

McKeon, Part II, Page 155.

COMPOSITION—7B—TERM PLAN.

First Week.

An Informal Note of Thanks.

Write to a friend, thanking her for a gift or a kindness.

Fold 6x9 plain paper in half and use as a sheet of notepaper.

Draw an envelope on last page and address it—stamp drawn.

Date at end of note if preferred.

Par. I. Tell that you received it—your surprise and pleasure.

Par. II. Thank her simply and sincerely and tell her when you are going to do with it and how much you shall value it both for the giver and its own sake.

Close with love and best wishes.

Second Week—Narration (Reproduction).

The Children of Basil and Benedict (From "Evangeline").

Par. I. At their lessons.

Par. II. At play (Basil's forge).

Par. III. At play (in winter).

Perhaps a picture to illustrate may be found.

Third Week—Description.

A Person.

Subjects—Evangeline, René Leblanc, Our Baby, My Favorite Cousin, Our Family Doctor, Mother, Little Nell, Queen Elizabeth, Santa Claus.

Paragraphs—I. General appearance. II. Appearance in detail. III. Dress. IV. Manner and characteristics.

A picture to illustrate (if possible).

Models—McKeon, Book II (Newson & Co.—Pages 159-169. McKeon, Book III, Pages 27-76-197-198.

Fourth Week—Exposition.

How to play a certain game.

Title—Name of game.

Choose simple game that all know.

Hide-the-thimble, Line-tag, Blind-Man's Buff, etc.

Par. I. Introduction (Do you know how to play? Shall I tell you a new game?). Persons and things needed. How they are arranged.

Par. II. What each player must do in turn. Who wins and how. Why the game is interesting.

Fifth Week—Business Letter (Application).

Have each pupil select an advertisement from "Help Wanted" column.

Paste it on the first line.

Answer it.

Draw and address an envelope.

Par. I. Tell that you have seen the ad. and where. Say that you wish to apply for it.

Par. II. Name your qualifications and state your intention to give satisfaction if accepted.

(Correct spelling, punctuation and form very essential in business letter.)

Models—Maxwell's Composition, Page 131. McKeon, Part II, Page 40. McKeon, Part III, Pages 105-106.

Sixth Week—Narration (Invention)**An Accident.**

Suggest that pupil may select a comic one.

Par. I. When and where?

II. What happened?

Par. III. Result?

Seventh Week—Description of a Place.**A Building.**

Par. I. Situation.

Par. II. Outside and entrance.

Par. III. Inside and furnishings.

A Room.

Par. I. The room as a whole (size, windows, exposure, decoration (walls and ceiling).

Par. II. How furnished.

Par. III. The prettiest or coziest corner.

Eighth Week—Exposition.**An Abstract or Synopsis of a Book.**

Books Suggested—Little Lord Fauntleroy, Sara Crewe, Rip Van Winkle, Black Beauty, Little Women, An Old Fashioned Girl, etc.

Have the pupil tell in one short paragraph what one of the above books is about. (Oral work, and plenty of it.) Finally reduce it to one sentence, if possible.

Example.—“Black Beauty” is the story of a horse who after many sad experiences, finally found a happy home and a kind master.

Ninth Week—Friendly Letter.**An Invitation (to a country friend).**

Write to a friend asking her to spend a week-end with you in the city.

Fold a sheet of plain paper and use as a sheet of note-paper.

Draw and address an envelope on the last page.

Par. I. Ask your friend to come and spend a certain week-end with you.

Par. II. Tell her one special thing that you have planned for her entertainment.

Par. III. Tell her she must surely arrange to come and that you will be most anxious until you receive her reply.

Tenth Week—Narration (Reproduction).

Reproduce, in your own words, the story told by the notary in “Evangeline.”

Par. I. Introduction—When? Where?

Par. II. What happened?

Par. III. The result or the ending.

Eleventh Week—Description.**Subject—Spring.**

Topics.—The Return of the Birds. The First Warm Day. The Trees’ Spring Dress. A Walk Through the Woods, A Windy Day, Tops and Bouncing Balls, Lilac Time, The First Wild Flower.

These topics and many others may be gotten from the pupils by suggestive questions.

The best results on this subject have been obtained when the children have been allowed to write naturally and spontaneously, without being hampered by an outline.

Twelfth Week—Exposition.**How to make something.**

Title—Name of thing made.

Suggestions.—A cooking apron—A cooking cap—Work apron—Fudge—A good cup of tea—Tempting toast—A calendar—A sachet.

Par. I. Materials needed.

Par. II. How to put them together.

Par. III. Result (If something for table how should it be served?).

Models.—Page 130 McKeon, Part II; Page 169 McKeon, Part III; Page 201 McKeon, Part III.

Thirteenth Week—Business Letter.**An Order.**

Write to The Century Co., 353 Fourth Avenue, New York, ordering “St. Nicholas” to be sent to your brother for a year from date. Mention in what way you send the money (\$3.00) for the subscription.

or

Order a book from some book company, American Book Co., Washington Square, New York, Charles Scribner Sons, Fifth Avenue, New York, Ginn & Co., 70 Fifth Avenue, New York.

Models—McKeon, Part II, Page 141. McKeon, Part III, Pages 85-86. McKeon, Part III, Page 118.

Fourteenth Week—Narration (Invention).**A story suggested by a picture.**

Tell pupils a couple of weeks ahead that they may have plenty of time to select an interesting picture.

Pupil chooses her own title.

Have picture pasted on paper before they write.

Place artistically.

No outline given for this subject.

Children write more naturally without one.

I have had delightful results in this picture-story composition every term.

Fifteenth Week—Description of an Animal.

Paste picture of the animal on composition. (It is wonderful how the picture inspires the writer.)

Par. I. Size, shape, covering, appearance.

Par. II. Habits, call, food, use or uses.

Models.—McKeon, Part II, Pages 7 and 8.

Sixteenth Week—Exposition.**Explanation of a Proverb.**

Topics—

I. Meaning of the proverb.

II. An example or short story to illustrate the proverb.

III. In what way does the story prove the proverb to be true.

A few good proverbs:

1. Make hay while the sun shines.

2. A stitch in time saves nine.

3. A friend in need is a friend indeed.
4. A new broom sweeps clean.
5. Pride goeth before a fall.
6. Many hands make light work.
7. More haste, less speed.
8. A half loaf is better than none.
9. A watched pot never boils.

Seventeenth Week—Letter Form.

A note of Condolence, Apology, Congratulation or Greeting.

Models.—McKeon, Part III. Condolence, Pages 183, 184, 185, 186. Apology, Pages 82, 83. Congratulation, Pages 62, 63, 64. Greeting, Pages 73, 74.

Address an envelope.

Eighteenth Week—Narration (Reproduction).

Reproduction of a selection from "Evangeline."

1. The Feast of Betrothal.
2. The Night Encampment on the Beach.
3. The Excitement in the Church.
4. The Departure.

Example—

The Excitement in the Church.

- I. The message.
 - II. The result.
 - III. What quieted the excited people.
- Make outline for other topics.

Nineteenth Week—Description of Something.

For example.—An antique bracelet, watch or ring, a statue, a bridge, a sunset, a thunderstorm, a chair, an old-fashioned picture.

Outline—

- I. As a whole.
- II. In detail.
- III. The most interesting thing about it, or Some story connected with it.

Models.—McKeon Part III, Pages 134, 135, 136.

Twentieth Week—Exposition.

How to reach some place and what to visit. The Aquarium, Botanical Gardens, Bronx, The Statue of Liberty, The Art Museum, Museum of Natural History, Boston, Philadelphia, Washington.

Outline—

- I. Ferry or car to train—Train.
- II. Time for trip. Interesting places passed or stopped at.
- III. Arrival at destination. What to do first.
- III. First place to visit. Other places.

COMPOSITION PLAN—8A.

First Week—A Friendly Letter.

Write a note of congratulation to a friend.

Draw and address an envelope.

Models.—Pages 62, 63, 64, McKeon III.

Second Week—Narration (Reproduction).

Tell, in your own words, the story of Queen Esther.

Model.—Sykes' Composition, Page 188.

or

Tell story of Joseph, David or Daniel, Alexander the Great or Julius Caesar.

Third Week—Description.

Describe a place where you spent a happy vacation some time.

I. The place as a whole.

II. In detail.

III. Describe the most beautiful or interesting spot in the place.

Fourth Week—Exposition.

A Book Review.

McKeon, Part III, Pages 221-225.

Study model carefully.

Have a great deal of oral work before writing.

Fifth Week—A Formal Note.

An Invitation.

Write a formal invitation to the teachers inviting them to a luncheon prepared in the cooking room or to a class party in the gymnasium. To a meeting of the Athletic Club.

Models.—Pages 156, 208, The Progressive Composition Lessons, Book III, Brantigam, Harper & Kidd.

Sixth Week—Narration and Description.

Write the story of "The Three Caskets (describe them briefly in the story) in the "Merchant of Venice."

Tell the story as briefly as possible. Read the story carefully two or three times before you try to retell it.

Seventh Week—Description.

Describe an interesting family.

I. General and brief description of the family as a whole.

II. Describe the most interesting member in detail (general appearance, special features, dress, character or manners.

Eighth Week—Exposition.

How to make something.

A petticoat—A nightgown—A middy blouse, etc.

I. A statement of what is to be made.

II. Materials.

III. How the article is made—step by step.

Models.—McKeon III, Pages 169, 201.

Ninth Week—Friendly Note.

An informal invitation.

Model.—Page 64, The Progressive Comp. Lessons III, by Brantigam, Harper & Kidd.

To a skating party, birthday party, surprise party, weekend party, theatre party, picnic in the woods.

Tenth Week—Narration.

A story suggested by a picture.

Pupils choose their own titles.

No outline given as the stories are more original without one.

Pupils told ahead to watch for an interesting picture to bring in.

Eleventh Week—Description.

Describe a hat, gown, coat, costume, etc.

I. As a whole.

II. In detail.

III. Any special feature or some little story connected with it.

Twelfth Week—Exposition.

Explain the construction and use of Dikes.

I. Material.

II. Process of making.

III. Where needed and why.

Thirteenth Week—Business Form.**A Complaint.**

Study model, Page 8 The Progressive Comp. Lessons, Book III.

Write a complaint to the Gas Company, Electric Light Company, or a Department Store.

Fourteenth Week—Narration.**Jessica's Escape.**

Read twice the account of Jessica's Escape in "The Merchant of Venice", then write in your own words.

Fifteenth Week—Description.

Describe Portia as to (a) Individuality, (b) Character, (c) Charm, (d) Intellect.

Describe Shylock's character as shown in his attitude toward (a) Antonio, (b) His daughter.

Sixteenth Week—Exposition.

Explain accurately one of the Folk Dances you have learned.

I. Floor arrangement.

II. Each figure in succession.

III. Remarks.

Seventeenth Week—Business Form.**An Order for Goods.**

Write to one of the department stores ordering three or four articles.

Tell very explicitly what is wanted, naming size, color, price, etc.

Tell whether to be charged or sent C. O. D.

Models.—McKeon, Part III, Pages 117, 118.

Draw and address an envelope.

Eighteenth Week—Narration of a Mistake.

(Serious or Comical.)

I. Circumstances—Time and place.

II. The mistake (a) What was done, (b) The result.

III. Explanation (how the mistake was made).

Nineteenth Week—Description.

Describe the famous trial in "The Merchant of Venice."

Title—A Famous Trial.

Read carefully and tell briefly in your own words.

I. When and where.

II. The cause of the trial; the parties concerned; the judge.

III. Some of Portia's arguments in favor of the defendant.

IV. On what point did Shylock lose his case?

Twentieth Week—Exposition.

Tell how your schoolhouse or any schoolhouse could be made beautiful within.

COMPOSITION PLAN—8B.**First Week—A Friendly Letter.**

Write to a friend telling her of your delight at reaching the graduation class.

Tell her some of the interesting things before you and some of the difficult places and your determination to make good.

Fold paper to resemble sheet of note paper.

Draw and address an envelope on last page. Stamp.

Models.—Maxwell's School Composition, Pages 53, 126, 127. McKeon's, Part III, Pages 130, 42, 53.

Second Week—Description of a Picture.

Every pupil bring an interesting picture.

Par. I. Foreground. The most striking feature (described).

Par. II. Middle distance. Minor details (described).

Par. III. The background. Setting for picture. What does it contain? Time of day? Kind? Season?

Par. IV. The story. Does the picture tell a story? What story? Any lesson taught? Suitable title?

Models.—McKeon, Part III, Page 177. Maxwell's Comp., Page 71.

Third Week—Narration.**A Day's Shopping.**

I. Introduction—Things necessary to make it a success instead of a drudgery. (Kind of a day to choose—start—and well-planned list.)

III. Tell how you did a day's shopping—the place you found best for certain things and how you purchased what you needed, practising thrift.

III. At home again. Helpful hints as you review your day's trip.

Fourth Week—Exposition.

Full directions for making your Graduation Dress.

I. Material—quantity—pattern.

II. How to cut it out and then how to proceed.

III. Final touches and result. Any remarks.

Models—How to make—

A Camp Store—Page 130, McKeon, Part II.

A Garden—Page 169, McKeon, Part III.

A Skate Sail—Page 201, McKeon, Part III.

Fifth Week—Business Letter.

Answering an Advertisement from Help Wanted Column.

Paste ad. on first line of your paper. Answer it.

Draw and address an envelope.

Great care in spelling and penmanship? (Why?)

Par. I. Tell in what paper you saw the advertisement and for what the ad. asked. Say you wish to apply for the situation.

Par. II. State your age and qualifications and give a reference.

Models.—Maxwell's Comp., Page 131. McKeon, Part III, Pages 105, 106.

Sixth Week—Description of Your School.

Par. I. As a whole (size, style, location, etc.).

Par. II. Interesting or beautiful decorations (pictures—statues—flags, etc.).

Par. III. The prettiest or most attractive feature.

Models.—The Progressive Comp. Lessons, Book III, Page 78. Maxwell's Comp., Pages 75, 33.

Seventh Week—Narration.

Relate, in your own words, something of interest which you have read in "Current Events" or some other paper or magazine.

Eighth Week—Exposition.

Success.

Alternatives—Politeness—Hope.

McKeon, III, Pages 153, 100.

Ninth Week—Friendly Letter.

A note of Condolence, Apology, Congratulation or Greeting.

Date at end if preferred.

Draw and address an envelope.

Models.—McKeon, Part II. Condolence, Pages 183-186. Apology, Pages 82-83. Congratulation, Pages 62-64. Greeting, Pages 73-74.

Tenth Week—Description.

Describe a character in Julius Caesar.

I. His character, as shown in story (good points).

II. His character, as shown in story (bad points).

Eleventh Week—Narration.

Tell your plans for the near future. Choose your own title.

Par. I. Tell what you expect to do after your graduation and why you have so decided.

Par. II. Tell what you expect to meet in the new field you have chosen.

Par. III. What you hope it may lead to.

Twelfth Week—Exposition.

Tea

Pupils to look up information for themselves.

I. Where?

II. How?

III. How cured?

IV. How prepared for shipment.

Model.—Cotton, Page 272 in Sykes' Composition.

Thirteenth Week—Business Letter.

A Formal Invitation.

Study models on Pages 156-158 and 208-210 in The Progressive Composition Lessons, Book III, by Brantigam, Harper & Kidd.

Write a formal invitation to your graduation exercises.

Rewrite, arranged for the printer.

Fourteenth Week—Description.

Describe a meeting of one of the following after-school activities: The Glee Club, the Athletic Society, the Literary Society, a Class Party.

Par. I. When? Where? Why? Who in it?

Par. II. Exactly what is done at a meeting.

Par. III. Why do you enjoy it? What good do you think the club does?

Fifteenth Week—Narration.

Relate, in your own words, some interesting incident from "Julius Caesar."

Sixteenth Week—Exposition.

Give accurate directions for reaching some place named (a place which you have visited).

Par. I. Ferry—car—train.

Par. II. Time for trip. Interesting places passed or stopped at. Arrival at destination (how to know when you have reached it. What to do upon your arrival.

Par. III. First place to visit. Other places of interest.

Seventeenth Week—Friendly Letter.

An informal note of invitation.

Write to a friend inviting her to your graduation exercises.

Model.—An Invitation, Page 64, The Progressive Composition, Lessons III, Brantigam, Harper & Kidd.

Eighteenth Week—Description.

Describe in detail your graduation dress.

I. Material.

II. Pattern (how made?)

III. Trimming.

Nineteenth Week—Narration.

Tell us about the preparations for graduation going on in your school,

or

Tell about the taking of the graduates' pictures.

Twentieth Week—Exposition.

Explain how you "made good" in the 8B or the best way to attain success, even if you did not use that method.

GEOGRAPHY—4B.

(Continued from page 20)

(a) Good harbor—great indentations—Hudson Bay, Chesapeake Bay, Gulf of Mexico, Newfoundland, Long Island.

II. Western coast of North America.

(b) Not as good as eastern coast—one main harbor, Gulf of California.

III. Drill on advantages of above natural indentations, projections and islands to be used for harbors.

Fifth Week:—

A. Rivers.

I. Their importance for trade—outlets to ocean trade—cheap and easy means of carting products.

II. River drainage—Important Rivers, Mississippi, Missouri, Ohio, Arkansas, Rio Grande, Hudson, St. Lawrence, Yukon, Columbia, Colorado, Mackenzie, Nelson.

Mississippi, Missouri, Ohio, Arkansas, Rio Grande drain into the Gulf of Mexico.

Hudson, St. Lawrence drain into the Atlantic Ocean.

Yukon, Columbia, Colorado drain into the Pacific Ocean.

Mackenzie drains into the Arctic Ocean.

Nelson drains into the Hudson Bay.

Sixth Week:—

Have the stories of Champlain, De Soto and Cartier explained—emphasize their trips up and down the important rivers.

A. Importance of Rivers.

(a) Used to carry products of one town or city to another.

(b) If emptying into the ocean—the river carries products to ocean lines.

(c) Furnishes power for manufacturers.

(d) Cheap means of traveling and product carrying.

(e) In timber sections carries logs.

B. Locate the important rivers of the United States—trace the states through which the pass—dwell on the importance of this.

Seventh Week:—

A. Changes of Climate.

I. Kinds of belts.

Cold—warm—hot.

II. Cold Belt.

Location:—northern part of North America includes Canada, Greenland, Alaska.

III. Warm Belt.

Location:—Middle section of North America includes United States, and lower Canada.

IV. Hot Belt.

Location:—Mexico, Central America, Florida.

Eighth Week.

Climate continued.

A. Seasons:—

I. Cold Belt. The nights are long and the days are short. Hardly any summer at all. Nights last for months.

II. Warm Belt:—Seasons are about evenly divided—Spring, Summer, Autumn, Winter. Summer long days—short evenings. Winter short days—long evenings.

III. Hot Belt:—Hot weather almost all year—days long—evenings short.

IV. Zones.

A. Kinds.

North frigid zone.

North temperate zone.

Torrid zone.

South temperate zone.

South frigid zone.

B. Draw map of the Western Hemisphere and place correct zone where it belongs.

Have children find where we live in North Temperate Zone.

ARITHMETIC—5A.

(Continued from page 22)

$$\begin{array}{r} 2 \\ 7 \times 4 \quad 14 \end{array}$$

Type. 7×4 divided by 2 = $\frac{28}{2} = 14$.

$$\begin{array}{r} 2 \\ 1 \end{array}$$

(h) Multiplication of a fraction by an integer.

$$\begin{array}{r} 2 \quad 6 \quad 3 \quad 12 \quad 2 \\ \text{Type. } \frac{2}{7} \times 3 = \frac{6}{7}, \quad \frac{3}{5} \times 4 = \frac{12}{5} = 2\frac{2}{5} \end{array}$$

Method. Multiply the numerator of the fraction by the integer, and place the product over the denominator.

(i) Multiplication of an integer by a fraction.

$$\begin{array}{r} 2 \quad 14 \quad 4 \\ \text{Type. } 7 \times \frac{2}{5} = \frac{14}{5} = 2\frac{4}{5} \end{array}$$

Method. Multiply the integer by the numerator of the fraction and place the product over the denominator.

When pupils have learned the forms for (h) and (i), teach them to shorten work by cancellation.

$$\begin{array}{r} 8 \quad 1 \\ 9 \quad 88 \quad 4 \quad 5 \quad 4 \quad 1 \\ \text{Type. } \frac{8}{11} \times 72 = 72, \quad \frac{4}{15} \times 3 = \frac{4}{5} = 1\frac{1}{5} \end{array}$$

$$\begin{array}{r} 3 \\ 5 \quad 9 \quad 15 \quad 1 \\ \frac{5}{6} \times \frac{9}{2} = \frac{15}{2} = 7\frac{1}{2} \end{array}$$

GEOGRAPHY LESSONS—6B.

(Continued from page 28)

Ireland.

Ireland is often called the "Emerald Isle," because its fields are green all the year round, due to the Atlantic current.

It is the most western land of Europe except Iceland. It was once joined to Great Britain.

Peat, a kind of coal, formed from decayed vegetation, is found. It is used as fuel. As most of the land is held by landlords, a great many of the poor have come to the United States.

Belfast is the greatest linen manufacturing center in the world. The water is so excellent for bleaching.

Queenstown is the first port reached by steamship from America. The ruins of the famous Blarney Castle are near here.

Government.

George V is, in name, the ruler of the Empire, as well as

of the United Kingdom. The actual control of the government is in the hands of the British people. They have no written constitution, but the laws, customs and precedents of many centuries serve in place of such a document. The British Parliament resembles the Congress of the United States. It is the body of men who make the laws. The members of the House of Commons are elected by the voters of the United Kingdom. It corresponds to our House of Representatives. The House of Lords is less like our Senate. Most of its members either inherit their membership from noble ancestors or are themselves appointed to the peerage.

The United States was a British possession until the Declaration of Independence in 1776 and the successful American Revolution made our country an independent nation. The fact that English is the language of the United States is a strong bond between us and Great Britain.

Birmingham is famed for its coal mines and iron manufactures.

Sheffield is noted for its cutlery. Silver plating was invented here.

Landmarks.—Stratford-on-Avon, the birthplace of William Shakespeare, the greatest English poet.

Seats of Learning.—Oxford and Cambridge are the great universities.

Scotland.

Scotland is a hilly country, noted for the beautiful scenery of its lakes and mountains, and for the intelligence of its people.

The Clyde, Scotland's most important river, shows great ships in various stages of construction.

Glasgow, its largest city, is noted for the ships that are built on its banks. Street cars, owned by the city, charge very low fares.

Edinburgh, the ancient capital, is famous for the great university.

Abbotsford was the home of Sir Walter Scott.

Scotland produces hardy grains. Oatmeal constitutes a large part of the diet.

HISTORY—7B (Continued).

Sixth Week.

New York: Dutch settlements. Conquest by the English.

Pennsylvania: William Penn and the Quakers.

The colonies as a whole.

Location and industries.

Slavery.

Education.

Seventh Week.

The colonies as a whole.

Forms of government.

Prominent men.

Beginning of the conflict between England and France.

Washington sent as a messenger to the French.

Franklin's plan of union.

Eighth Week.

French and Indian War; causes, events, results.

Ninth Week.

Events leading to the Revolution; Navigation Act; Writs of Assistance; Stamp Act.

Tenth Week.

Townshend Act; Boston Massacre; Golden Hill; Friends in England.

Eleventh Week.

Tea Tax; Boston Tea Party; Boston Port Bill.

Committees of Correspondence.

First Continental Congress.

Lexington and Concord.

Twelfth Week.

Second Continental Congress.

Bunker Hill.

Declaration of Independence.

Battle of Long Island.

Thirteenth Week.

Washington's Retreat.

Battle of Trenton.

Burgoyne's Campaign.

French aid.

Fourteenth Week.

Articles of Confederation.

Valley Forge.

The war in the South.

Fifteenth Week.

Results of Revolution.

Treaty of Paris.

7B HISTORY.

NEW YORK.

In what year did the Restoration take place?

Who was the king of England?

What relation was he to Charles I.?

Where had the Dutch made settlements in the New World?

Why did Charles II claim their land?

How much of the New World was claimed by England?

To whom did Charles II grant the land settled by the Dutch?

What did the Duke of York send to the New World?

When they reached New Amsterdam what did they demand?

Who was the governor of New Amsterdam at the time?

What did he want the people to do?

Why wouldn't they do what the governor wanted them to?

What did they do?

In what year did this happen?

What name was given to New Amsterdam?

Who ruled it after 1664?

PENNSYLVANIA.

How were the Quakers treated in England?

By what other name were these people known?

What did they believe?

Who was the most prominent man among the Quakers?

In what way did he decide to help the Quakers?

From whom did he decide to get the land?

Why did he think Charles II would give it to him?

Why was Charles II so ready to give him the land?

Where was this tract of land?

What name was given to it?

Why was it given this name?

What title was given to William Penn?

According to the charter who was to make the laws of the colony?

- Where did William Penn and the Quakers settle?
 What did they call the settlement?
 With whom did he make a treaty of peace?
 Why were the Indians willing to give the land to the Quakers?
 Who chose the governor for the Pennsylvania colony?
 Who chose the members of the council and the assembly?
 Who was given the right to vote?
 What other people settled in Pennsylvania besides the Quakers?
 Why did they go to this colony?
 What was the occupation of the people in Pennsylvania?
 Give at least three reasons why this colony prospered.

THE COLONIES.

LOCATION AND INDUSTRIES.

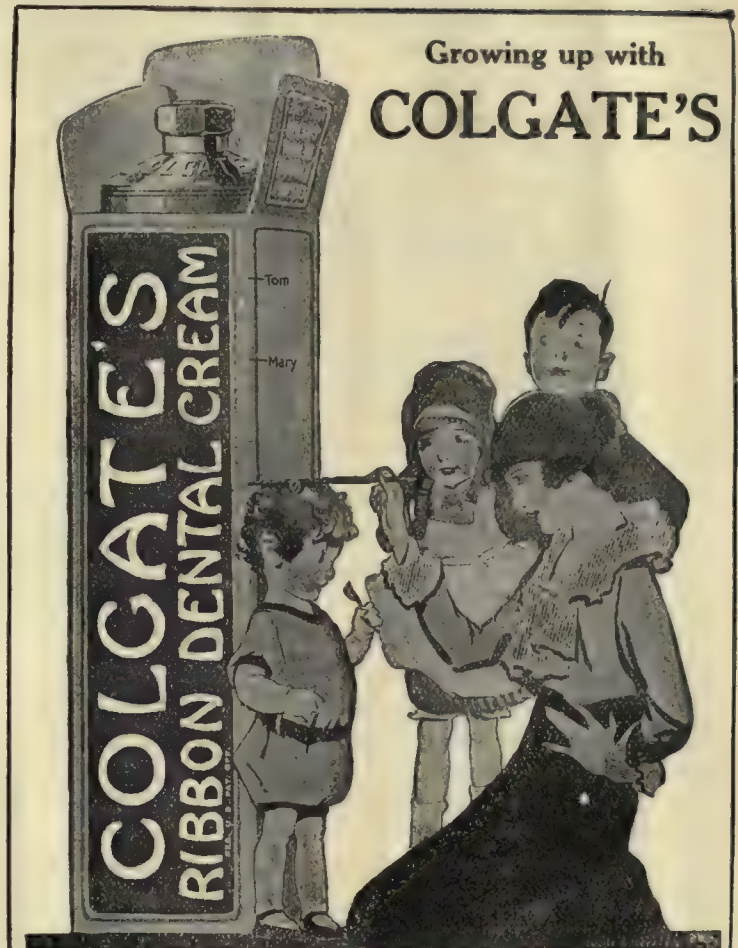
- Locate the English settlement in Virginia.
 Why was the colony formed? When?
 What became the principal occupation of the settlers?
 Why was this the most important industry?
 Where were settlements made in Massachusetts?
 Why did the settlers come to the New World?
 What were the most important occupations and industries in Massachusetts?
 Why did these industries spring up?
 Where were settlements made by the Dutch?
 Why did they come to the New World?
 What was their most important occupation?
 Why was this the most important occupation?
 When did this colony become English?
 Who settled Pennsylvania?
 Where did they settle?
 Why did they come to the New World?
 What kind of soil did the settlers find in Pennsylvania?
 What kind of climate?
 What became the most important occupation?

SLAVERY.

- Into which of the colonies was slavery introduced?
 When?
 Later on where were slaves to be found?
 Where did slavery increase very rapidly?
 Why did slavery increase in the southern colonies?
 Why didn't slavery increase in the northern colonies?

EDUCATION.

- Soon after the English settled in Massachusetts what system of education was begun?
 Who attended the schools?
 What was to be found in all the New England and middle colonies?
 What was the first college founded?
 Where?
 Name some of the other colleges founded early in the history of the colonies?
 What people were educated in the South?
 What did the rich planters have for their children?
 Where were some of them sent to be educated?
 FORMS OF GOVERNMENT.
 Who was at the head of the government in each colony?
 In some of the colonies who chose the governor?



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What kind of a colony was this called?
 Name the royal colonies.
 Who chose the governor for Pennsylvania?
 What kind of a colony was this?
 Name another proprietary colony.
 Who chose the governor in the republican colonies?
 Name the two colonies that were republican.
 What did every colony have besides a governor?
 Who chose the members of the council in some colonies?
 Who chose the members of the assembly?
 Why was there a House of Burgesses in Virginia?
 When did it meet for the first time?
 Why were there town meetings in New England?
 Who attended these meetings?

PROMINENT MEN.

Who saved the colony at Jamestown from being a failure?
 Who was one of the important governors of the Virginia colony?
 What did he do that made him prominent?
 Who was the first governor of the Plymouth colony?
 By whom was he succeeded?
 Who was the military leader?
 Who was the minister?
 Who was the first governor of the Massachusetts Bay settlement?
 Name the four Dutch governors of New Amsterdam.
 Who was the last?
 What happened while he was the governor?

COMPOSITION—SIXTH YEAR. (Continued from May, 1919)

SWIFT AND STELLA.

Swift and Stella is the name of a picture painted by Margaret Dicksee, an English artist. The picture shows Dean Swift, an English writer, teaching Stella, a dear little girl, to write. Stella, seated on a high-backed chair near a table has a goose-quill in her hand. Swift is watching her as she slowly and carefully writes her letters. Both seem deeply interested. Books and papers are scattered over the table. Even the floor is strewn with books. A large globe on the floor tells us that Stella learns something more than penmanship.

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Employment certificates are furnished by the Board of Health to applicants over fifteen and under sixteen years of age.

A pupil must attend school one hundred and thirty days after her thirteenth birthday and pass an examination in four subjects: reading, arithmetic, spelling and dictation before she receives an employment certificate.

The Board of Health requests applicants to show their birth certificates. It is necessary for foreigners to send for their birth certificates to the country of their birth.

HOW TO PLAY CIRCLE BALL.

In order to play Circle Ball two teams must be formed. One team may be called A Team and the other, B Team.

(Continued on page 40)

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The School Playground equipped with Gymnasium Apparatus has changed the atmosphere of our school at recesses and intermissions. Formerly there was always a spirit of mischief prevailing, which required constant supervision to prevent material harm to the school property, quarreling among the pupils or interference with people passing by. It is strange that we never thought that here was energy needing nothing but direction into proper channels, but such we have found to be the case. The pupils now have an outlet for their energies, and an opportunity to give physical expression to themselves.

The effect upon the discipline of the schools has been astonishing. The pupils seem more happy, more contented with their school. It seems to have contributed to the feeling that the school is an attractive place; a place where they would like to be. This feeling of contentment has made the pupils less restless, more tractable and more easily led.

We have been surprised, furthermore, to learn how quickly the pupils form their own rules as to what is equitable and just in the use of the apparatus. A certain number of Swings, so much time for the Giant Stride, and so on for all the apparatus. The democracy of childhood has made rulings accepted by the whole body, with the exception of a few who need curbing by the teachers. Thus the Playground largely cares for itself.

For the older boys the Vaulting Buck, the Shot, Jump Standards, Running Track and Jumping Pits have been placed. The Athletic Instructor is on the grounds at all times to give instructions, to lead and to inspire to greater efforts by showing the ease with which feats can be performed which seem just beyond the boys.

Each Playground has its equipment of play apparatus, adapted to the age of the pupils in the school. It is our intention to equip each new school with apparatus as soon as they are ready. Half of each school block is given to lawns, trees, ornamental shrubbery and walks. The other half of the grounds is given over to play apparatus.

Our play apparatus has proved that it exercises, produces health, eliminates mischief by providing employment, teaches fairness and respect for the rights of others, makes the school more attractive and makes the government of the pupils much easier.

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(Continued from page 38)

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A large circle is drawn on the basement floor. The A's go into the center and the B's stand outside the circle. The B's have a basket ball which they throw toward the A's. If one of the A's is hit she is counted out. She steps out of the circle. If a girl is hit above the knee it is called a foul. If one of the B's steps on the line it is also called a foul. The captain of each team keeps a record of the number of fouls made.

HOW TO PLAY PASS BALL.

To play the game called Pass Ball, the class must be divided into two teams. Each team stands in a long, single line a short distance from the other team. The first girl of each team toes the mark with both feet.

At the signal, "On your mark," the first girl of each team looks to see if she is toeing the mark. At the signal, "Get set," the two leaders using both hands, raise the balls over their heads. At the third signal, "Go!" the ball is passed backward from one girl to the next until it reaches the last girl. When she receives it, she runs around a given mark with it. She returns and gives the ball to the first girl of her team. She now stands in front of the first girl. The ball is passed as before. This is continued until the girl who was leader in her team becomes last. When she receives the ball she runs around the mark and finishes in a dash over the finish line. She throws the ball high in the air. If a ball is dropped during the game it must be picked up by the girl who dropped it.

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6399 Free & Treadwell's "Reading-Literature" First Reader, 1B.
6400 Free & Treadwell's "Reading-Literature" Second Reader, 2A, 2B.
6401 Free & Treadwell's "Reading-Literature" Third Reader, 3A, 3B.
6402 Free & Treadwell's "Reading-Literature" Fourth Reader, 4A, 4B.
9833 Free & Treadwell's "Reading-Literature" Fifth Reader, 5A, 5B.
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9945 Free & Treadwell's "Reading-Literature" Sixth Reader, 6A, 6B.
(Group B.)
9936 Briggs' (Columbia) "Reading-Literature" Seventh Reader, 7A, 7B.
9887 Shryock's "Reading-Literature" Eighth Reader, 8A, 8B.
6633 Free & Treadwell's "Perception Cards" for Primer.
6639 Free & Treadwell's "Word Cards" for Primer.

SUPPLEMENTARY READING.

- 7086 Thomsen's "East o' the Sun and West o' the Moon," 3rd, 4th year.
(Group B.)
11765 Olmstead and Grant's "Ned and Nan in Holland," 2nd Year. (Group B.)
11784 History Stories of Other Lands, Book 1, "Tales from Far and Near," 5th year. (Group B.)
11790 History Stories of Other Lands, Book 2, "Tales of Long Ago," 5th year. (Group B.)
11791 History Stories of Other Lands, Book 3, "The Beginnings," 6th year. (Group B.)
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11802 History Stories of Other Lands, Book 5, "The New Liberty," 7th year. (Group B.)

- 11509 History Stories of Other Lands, Book 6, "The Modern World," 8th year. (Group B.)
9820 Thomsen's "The Birch and the Star and Other Stories." (Group C.)

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- 9819 Robbins & Row's "Studies in English," Book 1, 5th year.
11665 Robbins & Row's "Studies in English," Book 2, 6A-8B.

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- 9230 Irwin, Rivett & Tatlock's "Elementary and Applied Chemistry," with Manual.
9229 Irwin, Rivett & Tatlock's Laboratory Manual.
8329 Forster & Weigler's "Foods and Sanitation" (Reference).

FOR TEACHERS USE.

- 11834 Nolan's "One Hundred Lessons in Agriculture."
9801 Brown and Coffman's "How to Teach Arithmetic."
8930 Osburne's "Food and Clothing."

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- 2684 Briggs and Coffman's "Reading in the Public Schools."
2119 Charter's "Methods of Teaching."
2851 Harvey's "Principles of Teaching."
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